DOCUMENT RESUME

ED 163 165 08 CE 017 626

TITLE	Oshkosh Area School District Career Education Program K-12. Final Report.
INSTITUTION	Oshkosh Area Public Schools, Wis.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH50468
PUB DATE	[76]
GRANT	G007502309
NOTE	235p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Advisory Committees; Career Awareness; *Career Education; Career Exploration; Community Involvement; *Community Resources; *Counselor Role; Elementary Secondary Education; Faculty Development; Information Dissemination; *Inservice Teacher Education; Leadership Training; Program Development; *Program Effectiveness; *Program Evaluation; Resource Centers
IDENTIFIERS	Box Score; Career Awareness Inventory; Career Maturity Inventory; Education Amendments 1974

ABSTRACT

The Oshkosh (Wisconsin) career education project (K-12) was conducted to provide students with an increased number of career education learning experiences which capitalize on and exploit career implications of various subject areas and which capitalize on available community, business, labor, and industry resources. The major activities of the project included an intensive inservice training program for teachers and counselors; publication of a career education newsletter; formation of a career education advisory committee; compilation of a community resource directory; and development of a Tentative Counselor Role Model, with emphasis being placed on the counselors' role in career education. The third-party evaluators administered pre- and posttests to students of those teachers who participated in the inservice workshops. Sixth graders were administered "The Career Awareness Inventory," while the ninth and eleventh graders were tested with the "Career Maturity Inventory" and "Box Score." The sixth graders made very significant increases on the posttest scores and compared very favorably with national norms and other area students. The ninth and eleventh graders compared favorably with national norms and other area students. Also, a positive relationship was found between inservicing of teachers and the use of career education resources. In addition, results indicated that an inservice leadership training program for key people in various buildings is essential for keeping career education activities developing and expanding. (Several project publications are appended.) (Author/BM)

ED163165

Oshkosh Area School District

Career Education Program K-12

Final Report

BEST COPY AVAILABLE

CE 017 626

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROJECT PERFORMANCE REPORT

CAREER EDUCATION PROGRAM

1. Project No.: 554AH50468

2. Grant No.: G007502309

3. Nature of Report: ☐ Semi-annual ☒ Final

4. Project Title:

Career Education Program
Oshkosh Area Schools
K-12

5. Period Covered By This Report:

From: July 1, 1975
To: June 30, 1976

6. Category of Project (as specified in 45CFR 160d.5 and 160d.11):

☒ Incremental ☐ Settings ☐ Population ☐ Training
☐ State Plan ☐ Communications

7. Project Director:

Joseph C. Schrage

8. Grantee/Assistance Contractor Institution Address/Phone

Jt. District 1, City of Oshkosh
215 S. Eagle Street
Oshkosh, WI 54901

414 235-7100

G007502309

12/81
I.D. #80

9. MAJOR ACTIVITIES:

Prior evaluation of our previous career education efforts isolated two major needs that would have to be met in order to improve our level of implementation. These needs were restated as objectives to be reached to effect an improvement in the program and are the focal points of our grant.

Objective #1 - To provide students with an increased number of career education learning experiences which capitalize on and exploit the career implications of the various subject areas.

Objective #2 - To provide students with an increased number of career education experiences which capitalize on available community business, labor, and industry resources.

The following process objectives were established to motivate staff and to generate the necessary resource materials and procedures to accomplish the two objectives.

1. Institute an intensive inservice training program for teachers and counselors in the theory and use of methods and materials that capitalize on the career implications of the various curricular and subject areas.

2. Carry out a coordinated effort to identify community business, labor, and industry resources and to insure their use in the instructional program.

3. Prepare key counselors in the various schools to assume coordination responsibilities in the deployment of career education resources to meet student needs.

CE 017 626

Achievement of the above process objectives will have an incremental effect on the attainment of the following desired learner outcomes.

1. Increased student satisfaction with educational offerings, processes and services.

2. Less alienation among students and reduction of alienation as a drop-out factor.

3. Greater learner involvement at all levels in "hands on" experiences leading to career orientation and career development goals.

4. Earlier identification of career interests.

The preceding statements give an overall view of the project's goals and procedures. Major accomplishments under the process objectives will be discussed first.

PROCESS OBJECTIVES

1. Institute an intensive inservice training program for teachers and counselors in the theory and use of methods and materials that capitalize on the career implications of the various curricular and subject areas.

    A. Four individual workshops were held at the end of the school day. One workshop addressed itself to teachers of grades K - 5, another to the middle school personnel, grades 6 - 8, with the remaining two consisting of high school teachers, grades 9 - 12. Each workshop met six times for two and one-half hours, for a total of fifteen hours.

Stipends of five dollars an hour per participant (total of 100 participants) were provided for by the grant. However, the response among teachers to participate was greater than anticipated, that special arrangements were made through the University of Wisconsin--Oshkosh, to offer one graduate credit to those desiring it in lieu of a stipend. In this way 149 counselors and teachers were accommodated instead of the original one hundred. In addition, three people from the local Catholic Academy attended as participants.

All workshops were originally planned to begin in September, however, because of internal contractual negotiations, the start of the workshop had to be delayed into late October.

Feedback from the workshop participants during the year has provided data revealing some deficiencies and judgemental errors as well as positive outcomes. On the positive side, the following outcomes are deemed significant.

a. As a result of the inservice activities, significant staff development is apparent, including such specific improvements as positive teacher attitudinal change, teacher awareness and acceptance of the career education concept and resultant career education program development and implementation. Data gathered relating to media use, career education experiences, and increased number of resource speakers support this. These figures will appear in the evaluation section of this report.

b. An inservice model was developed and evaluated, incorporating career education theory and methods, implementation practices and use of materials. This model will provide the basic approaches to be used with future inservice workshops.

c. All participants were required to develop career education strategies to be infused into their classrooms. A career activity log was devised, to be kept on a weekly basis by each individual teacher for the remainder of the school year, for the purpose of encouraging continual implementation and evaluation. While not 100% successful, very positive results were gained. At the high school level, a departmental approach to implementation was devised and career education concepts were written into each department's learning objectives.

d. A career education newsletter was originated for the purpose of articulating career education practices to the entire faculty.

e. Media useage increased significantly at the middle and high school levels after the workshop. Media personnel reported useage by teachers tripled and student useage doubled. Records kept indicated that this increase came primarily from workshop participants.

f. Inservice evaluation by participants also identified a need for leadership roles to be developed in order to have a scope and sequential implementation process. This would eliminate students being exposed to the same or very similar experiences over and over. This has become a priority for the coming year.

g. Administrators have adopted career education as one of their M.B.O.'s, while the system-wide curriculum committees are now completing the rewriting of their objectives by incorporating career education concepts within them.

On the negative side, it became evident that the following practices would have to be refined and changed.

a. The meeting of the workshops at the end of the school day were not conducive to maximum efficiency and output. Even though the participants elected to hold them at this time, the concensus of opinion at the end of the workshop was that a break at the end of the day, in other words, evening meetings would have been preferred.

Also relating to the time aspect, the majority of participants indicated that the length of the meetings should have been limited to two hours versus the six - 2½ hours because of the difficulty of prolonging their attention span.

b. The screening of participants should have been much more detailed and explicit, so that the participants with various degrees of career education expertise and background could be grouped and assigned. Instead, the workshop was modified to cover previous aspects not considered in past workshops.

c. Including the additional teachers, increased the size of the individual workshops so that they became unwieldly in relation to the number of consultants available. In the future, it is recommended that inservice offerings during the school year be limited to twenty-five. The size also affected the meeting places, especially at the elementary and middle school level. The facilities were not able to accommodate the groups satisfactorily.

d. The pre and post Career Development Concepts Opionnaire included in the original proposal was a most cumbersome and inefficient tool. A different questionnaire has been included in the Inservice Model which is easier to administer and tabulate, and should prove to be more useful in screening participants and determining workshop objectives, as well as an aid in the value clarification process.

2. Carry out a coordinated effort to identify community business, labor, and industry resources and to insure their use in the instructional program.

A. A Career Education Advisory Committee composed of students, faculty, business, parents, industry and union representatives was appointed and utilized.

B. The local Chamber of Commerce's Career Education Committee was also periodically consulted and provided the project with much invaluable help and direction.

C. Identified counselors were inserviced, with the cooperation of the local Job Service Office, as how to interview local heads of business and industry in order to gain their input in providing the school with any pertinent and available resources. Spin offs from these contacts resulted in the start of an on-site shadowing program for teachers, with the objective of having industry demonstrate how their subject area is used. However, the most important outcome of this endeavor was the public relations that have developed between school and community. Those people contacted in the community were overwhelmingly in favor of career education being infused into the curriculum.

3. Prepare key counselors in the various schools to assume coordination responsibilities in the deployment of career education resources to meet students' needs.

   A. The most significant and gratifying change that occurred with the counselors was a definite change in attitude and value processing. A nucleus of counselors have emerged as an integrative force in program implementation. They have consolidated their thoughts in a tentative Role Model and are planning implementation during the coming school year.

   B. Two group approaches aimed at meeting students' needs were conducted on the ninth and eleventh grade levels and were well received by students and faculty.

LEARNER OUTCOMES

1. Increased student satisfaction with educational offerings, processes, and services.

   A. Data pertaining to this learner outcome is minimal because of time limitations and lack of proven evaluation instruments. Counselors' follow-up questionnaires of their presentations to ninth and eleventh grade students revealed that overwhelmingly the student wanted offerings such as these continued, expanded, and offered earlier than the 9th grade level.

A majority of the workshop participants also indicated that most of the students in their classrooms reacted enthusiastically and that more interest and industry was exhibited when these career education strategies were infused.

2. Less alienation among students and reduction of alienation as a drop-out factor. This outcome is impossible to measure during a one year period because of the many variables connected with drop-out factors, plus the fact that we have not totally infused career education theories into the entire system. This has to be a long range approach and will probably not be possible until students have had career education experiences from kindergarten through the time they exit from the school system.

3. Greater learner involvement at all levels in "hands on" experiences leading to career orientation and career development goals. Among the workshop participants, this outcome is highly visible at the elementary level, while movement toward this outcome is just being initiated at the middle and high school levels.

4. Earlier identification of career interests. Student surveys revealed a definite need for this at the high school level and this will be a major thrust for the ensuing year with the piloting of a decision-making skills program in the eleventh grade.

Major accomplishments under the two primary objectives may be summed up thusly:

A. Objective #1

To provide students with an increased number of career education learning experiences which capitalize on and exploit the career implications of the various subject areas.

1. Data obtained throughout the project indicates major accomplishments in this area. Faculty involved in the inservice workshops were required to develop an instructional career education strategy and implement it in the classroom. A breakdown according to grade levels reveals the following:

Elementary K - 5 -- Of 38 teachers involved, an average of 6.8 career education activities per teacher took place after the workshop. With an average class load of 25 students, this represents approximately one-third of our elementary students.

Middle School 6 - 8 -- Thirty-nine workshop participants had an average of 3.6 career education activities involving about 25% of the students at that level.

High School 9 - 12 -- Sixty-six teachers involved showed an average of 2.3 career education activities involving approximately 22% of the students in those grades.

Although these statistics are not as high as we would like, comments from many of the teachers new to career education were pleased with the results and were planning to expand career education thrusts next year.

2. Counselors involved in the activities introduced career oriented group activities at the ninth and eleventh grade levels, directly involving approximately eight hundred students. Student evaluation of these activities indicated they were well accepted, should be continued and expanded, and a universal comment by the students was to the effect "What took so long? We should have had this a long time ago."

B. Objective #2

Provides students with an increased number of career education experiences which capitalize on available community business, labor, and industry resources. Significant achievement in providing students with these kind of experiences were made at the high school level.

Elementary teachers had an average of 8.9 community speakers and/or field trips.

Middle School participants came up with an average of 3.1 community speakers or field trips.

High School teachers came in with an average of 2.4 community speakers or field trips which is vast improvement over practically none in former years.

Guest speakers comprised the bulk of these statistics because of transportation problems involved in field trips. Most field trips taken are within walking distance of the individual schools. Next year we would like to start a video-taping program of field trip sites and hope to accumulate a tape library to be used over the school television network.

It is evident from the above data that we did achieve success in meeting the two primary objectives of our proposal, however, we are still not reaching all students or faculty and are planning to identify and train key personnel to act as facilitators of our career education program during the 1976-77 school year. This approach should provide us with the necessary lines of communication to gather data as to teacher input, student experience, and community involvement and to give the program an orderly and sequential progression from K - 12.

11. EVALUATION

A. External

The proposal did not contain a plan for a third party evaluation originally, but through the cooperation of Dr. Jorgenson of the University of Wisconsin - Oshkosh, a plan was formulated to attempt to determine the impact of the project upon selected students.

As part of the current career education project, two needs were restated as objectives to be reached to effect an improvement in the program. These objectives were:

Objective #1 - Provide students with an increased number of career education learning experiences which capitalize on and exploit the career implications of the various subject areas.

Objective #2 - Provide students with an increased number of career education experience which capitalize on available community business, labor, and industry resources.

In an effort to help evaluate progress toward meeting these objectives, the following instruments were administered during 1975-76 in the Oshkosh Public Schools in a pre-test post-test design. The tests selected were:

Sixth Grade - Career Awareness Inventory

The Career Awareness Inventory is intended as a tool for classroom teachers and other educators interested in assessing the career awareness element as demonstrated by their students.

The instrument is an outgrowth of two years of research and field testing in elementary schools. It is based on Dr. J. E. Taylor's model for implementation of career education into the school curricula.

In Oshkosh it was administered in the fall of 1975, to 23 sixth grade students at South Park Middle School and to 22 sixth grade students at Perry Tipler Middle School. In late May of 1976, the instrument was given to the same students as a post-test.

Ninth and Eleventh Grades - Career Maturity Inventory (CMI)

The CMI was designed to provide a relevant and convenient inventory of career choice attitudes and competencies and can be used for the purpose of counseling, evaluation, instruction, research, and as a means of identifying areas in career education where needs are not currently being met.

It is not a personality inventory, an interest inventory, an achievement test, or an aptitude test. The CMI is divided into two parts - the Attitude Scale and the Competence Scale.

The Attitude Scale of the CMI was administered in the fall of 1975 to 25 freshmen students and 22 junior students at West High School and to 18 freshmen students and 23 junior students at North High School. In the spring of 1976, the test was repeated to the same group of students in each school. Because of scheduling problems, it was not possible to retest the entire group.

Box Score

The box score assesses knowledge of the work world. It was used as a pre-test and post-test to measure growth in knowledge using the same groups tested with the CMI. The results of the testing follow:

TABLE 1
Career Awareness Inventory
(Highest Possible Score - 125)

	Pre-Test Mean	Post-Test Mean
South Park sixth	88.4	98.3
Perry Tipler sixth	92.4	106.9

There were no controls used in selecting the students tested so it is not possible to compare the South Park group against the Tipler group. However, there was a significant increase in both schools comparing the pre-test to the post-test results.

The results of the tests also compare very favorably with other data obtained from sixth grade students in nearby school districts. The scores are considerably above the mean of 69.6 of the norm group which included 120 sixth grade students in upstate New York.

TABLE 2
BOX SCORE
(Highest Possible Score - 100)

	Pre-Test Mean	Post-Test Mean
Ninth Grade West	58.4	61.3
Eleventh Grade West	65.0	65.5
Ninth Grade North	50.8	57.4
Eleventh Grade North	63.2	66.1

There are problems in making an interpretation of the Box Score. In comparing the pre-test group with the post-test group, the participants were decreased from 25 to 12 and from 22 to 14 in the ninth and eleventh grades respectively at West. They were reduced from 18 to 10 and from 23 to 14 in the ninth and eleventh grades respectively at North.

The only significant increase in the post-test scores was achieved by the ninth grade group at North, and the pre-test score was low when compared to other schools in the area.

There are no national norms on this test, but, overall, the scores in Oshkosh compare very favorably with area schools.

TABLE 3
Career Maturity Inventory
(Highest Possible Score - 50)

	Pre-Test Mean	Post-Test Mean	9th Grade National Mean	11th Grade National Mean
Ninth Grade West	33.1	36.3	34.3	
Eleventh Grade West	37.7	35.8		36.0
Ninth Grade North	32.1	36.4	34.3	
Eleventh Grade North	34.7	38.7		36.0

The number of students taking the post-test was reduced as described under the Box Score section. The reductions make it very difficult to interpret post-test score increases or decreases. Overall, the scores compare quite favorably with the national means and with the mean scores of other area high schools.

Limitations

Because of the relative newness of the career education movement, the available tests are also relatively new and lack data to substantiate questions of validity and norms. The students were selected from a viewpoint of administrative convenience and not on either a random or controlled basis. The post-test participants were decreased at the ninth and eleventh grade levels.

Conclusion

In Summary, the Oshkosh sixth grade students made very significant increases on the post-test scores and compared very favorably with national norms and favorably with other area students.

The ninth and eleventh grade students compared favorably with both national norms and other area students.

B. Internal Evaluation

1. **Workshops**: Workshops were evaluated in two ways:

   a. The Career Development Concepts Questionnaire was used as a pre-test, post-test instrument (see appendix). This contained 39 different career concept statements and workshop participants were asked to respond on a valid - invalid scale.

   Post test results show that statements 1 - 4 - 7 - 11 - 12 - 27 - 33 - 36 and 38 showed the most significant change - with increases of 30 or more people changing from a negative to a positive response. Statements 6 - 9 - 17 - 23 - 31 and 35 showed little or no change between administrations; however, these statements were of such a general nature that this is to be expected and no special significance is attached.

Some positive improvement was indicated on all the rest of the statements (gains of from 5 - 29 in the valid area). This would indicate that the workshops were successful in changing the attitudes and values of some of the participants.

The Elementary Workshop showed only minor change, probably because more activity in career education has been going on in our system than any other. Greatest amount of change appeared at the high school level and this may be justified by the participants lack of previous career education exposure.

b. A brief evaluation form of the workshop was also administered at the conclusion of each workshop (see appendix). Participants were able to rate the workshop outcomes on a scale ranging from "very adequate 5" to "1 not adequate."

Content of the inservice program averaged out at 3.6
Understanding of Career Education at 3.35
Preparing for Role 3.72
Handouts - 3.84
Resource People - 4.0
Field Trips - 4.6
Length - 4.3
Time - 2.8
Working time allowed (task groups) - 3.63
Overall - 3.9

Specific comments were as follows:

1. More field trips and use of community resources
2. Better communication with the University of Wis. - Oshkosh
3. More demonstrations on how to use resources
4. Better meeting place
5. More resources and materials for display
6. Greater community involvement
7. Practical demonstrations on how to implement career education
8. Meet some other time than right after school
9. Run workshops consecutively - not on an alternate week basis
10. Coffee and smoking should have been available

2. A log was kept by the Career Information Resource Center as to use of its materials and services by students and faculty. Since no previous data was available from former years, it was decided to compare the second semester (post workshops) against the first semester (pre workshop.) Figures show that teacher use of the center increased significantly, up nearly 400%. Students also became involved with the center's services and materials with a gain of 286% over the first semester.

These gains can be directly related to the inservice aspect of the project as it was the workshop teachers and their students who accounted for 95% of the increased useage of the Career Information Center.

12. ANTICIPATED CHANGES AND/OR PROBLEMS

No changes in objectives, activities, or evaluation efforts were made, with the exception of adding the University of Wisconsin--Oshkosh, as a third party evaluator to attempt to show what impact the project had on an identified group of students.

Major problems encountered during the project can be stated under two major headings:

A. Articulation

This is a highly visible problem and relates primarily to the scope and sequence of career education infusion strategies K - 12. Coordination by one person is ineffective and frustrating. The larger the system, the larger the problem. We feel that our next step is to develop key personnel to assume leadership roles at the various levels and act as coordinators within individual grades, buildings, departments, etc. This will be attempted through a leadership role inservice in September, 1976.

B. Time

The big obstacle in this area was related to the involvement of the counselors. Activities pursuant to the project were an added responsibility to their present duties. This limited their effectiveness, participation, and enthusiasm.

Another aspect of the time obstacle, was the inability to get the workshop groups to meet as a body, periodically, after the conclusion of the workshops. This would have been a good way to exchange ideas and to provide reinforcement to the group as a whole.

13. DISSEMINATION ACTIVITIES

These were limited to the extent that the project as written provided for materials to be developed at the end of the project and the school year. However, the Inservice Model was completed earlier and has been distributed by mail to various communities, at a state-wide Career Education Conference in Madison, WI, and to the State Coordinator of Career Education.

A one-half day workshop was held for all Oshkosh Area School Personnel on January 16, 1976. An updated report of the project's progress was made and consultants from the University of Wisconsin--Stout, presented various career education activities and methods of implementation of three levels: K - 5, 6 - 8, and 9 - 12 grade levels.

Other dissemination activities included a newsletter to Oshkosh faculty, reports to the Advisory Committee and Chamber of Commerce Career Education Committee, mailings of the project profile to various states, and presentations to various visitors from nearby communities. The final report will be mailed to all interested parties and the Inservice Model, Tentative Counselor Role Model, and Community Resource Guide, made available at cost.

14. SPECIAL ACTIVITIES

A. A portion of the inservice workshop was structured toward sex stereotyping in career choice. Three instruments were used with the groups: The Attitudes Towards Women Scale, available through the American Psychological Association, The Island Story, and the State of Michigan's Checklist for Selection of Career Education Materials, both made available through the Office of Career Education. As part of our projected plans for the coming year, this topic will be dealt with more thoroughly through a workshop we will offer in cooperation with the University of Wisconsin--Oshkosh.

B. Special efforts were made with the Special Education staff members in the inservice workshop and a work-study program has been initiated and is patterned along the lines of the Experienced Based Career Education approach.

C. Presently we are cooperating with the local Chamber of Commerce in planning for a future Career Education Fair, where actual demonstrations of production functions will be set up, building demonstrations by various building trades will be held, as well as displays of existing job categories and products.

15. REPORT ABSTRACT

Project Number: 554AH50468

Grant Number: G007502309

Title: Career Education Program K-12
Oshkosh Area Schools
215 S. Eagle Street
Oshkosh, WI 54901

Category: Incremental Improvement of an Existing Career Education Program - 414-23

The Oshkosh Project had two major objectives:

1. To provide students with an increased number of career education learning experiences which capitalize on and exploit the career implications of the various subject areas.

2. To provide students with an increased number of career education experiences which capitalize on available community, business, labor, and industry resources.

Process objectives established to accomplish the above were as follows:

A. An intensive inservice training program was developed for teachers and counselors to acquaint them in the career education theory and use of career education methods and materials appropriate to various curricular and subject areas represented in the workshop. A total of 153 teachers and counselors participated in four separate workshops.

not same as rpt.

B. A career education newsletter was originated for the purpose of articulating career education practices, theories, and happenings to the staff and other interested groups.

C. A Career Education Advisory Committee composed of students, faculty, business, labor, industry, and parents was activated and used.

D. Local community business, labor, and industry establishments were surveyed through counselor visitations and a Community Resource Directory was compiled and published for district use.

E. A writing workshop was held for counselors to develop a Tentative Counselor Role Model, with emphasis being placed on the counselors' role in career education.

EVALUATION: The project as originally approved did not include a third party evaluation; however, the local university was contacted and an evaluation plan developed. It was decided to pre and post test students of those teachers who participated in the inservice workshops. Since funds were limited, only two classes of 6th, 9th, and 11th grades were involved. Sixth graders were administered The Career Awareness Inventory, while the 9th and 11th grades were tested with the Career Maturity Inventory (CMI) and Box Score.

The sixth grade students made very significant increases on the post-test scores and compared very favorably with national norms and favorably with other area students. The 9th and 11th grade students compared favorably with national norms and other area students.

Because of the relative newness of the career education movement, the available tests are also relatively new and lack data to substantiate questions of validity and norms.

An attempt was made to log the number of guest speakers, field trips, and use of career education materials; however, since this was an initial attempt, no statistics were available for comparison. By zeroing in on schools where career resource aides were available, use of the career information center and materials by students increased nearly 300% after the conclusion of a workshop, and workshop participants useage by 400%. This indicates a positive relation between inservicing of teachers and use of career education resources.

Overall results indicate that those teachers who participated in the inservice program did implement career education practices in their classrooms. We also found that a leadership training inservice program for key people in various buildings is essential if we are to keep the career education movement developing and expanding. This will be a major objective for the ensuing school year.

ANTICIPATED CHANGES AND/OR PROBLEMS: No changes in objectives, activities, or evaluation efforts were made, with the exception of adding the University of Wisconsin--Oshkosh, as a third party evaluator to attempt to show what impact the project had on an identified group of students.

Major problems encountered during the project can be stated under two major headings:

A. Articulation

This is a highly visible problem and relates primarily to the scope and sequence of career education infusion strategies K - 12. Coordination by one person is ineffective and frustrating. The larger the system, the larger the problem. We feel that our next step is to develop key personnel to assume leadership roles at the various levels and act as coordinators within individual grades, buildings, departments, etc. This will be attempted through a leadership role inservice in September, 1976.

B. Time

The big obstacle in this area was related to the involvement of the counselors. Activities pursuant to the project were an added responsibility to their present duties. This limited their effectiveness, participation, and enthusiasm.

Another aspect of the time obstacle, was the inability to get the workshop groups to meet as a body, periodically, after the conclusion of the workshops. This would have been a good way to exchange ideas and to provide reinforcement to the group as a whole.

SPECIAL ACTIVITIES

A. A portion of the inservice workshop was structured toward sex stereotyping in career choice. Three instruments were used with the groups: The Attitudes Towards Women Scale, available through the American Psychological Association, the Island Story, and the State of Michigan's Checklist for Selection of Career Education Materials, both made available through the Office of Career Education. As part of our projected plans for the coming year, this topic will be dealt with more thoroughly through a workshop we will offer in cooperation with the University of Wisconsin--Oshkosh.

B. Special efforts were made with the Special Education staff members in the inservice workshop and a work-study program has been initiated and is patterned along the lines of the Experienced Based Career Education approach.

C. Presently we are cooperating with the local Chamber of Commerce in planning for a future Career Education Fair, where actual demonstrations of production functions will be set up, building demonstrations by various building trades will be held, as well as displays of existing job categories and products.

APPENDIX A

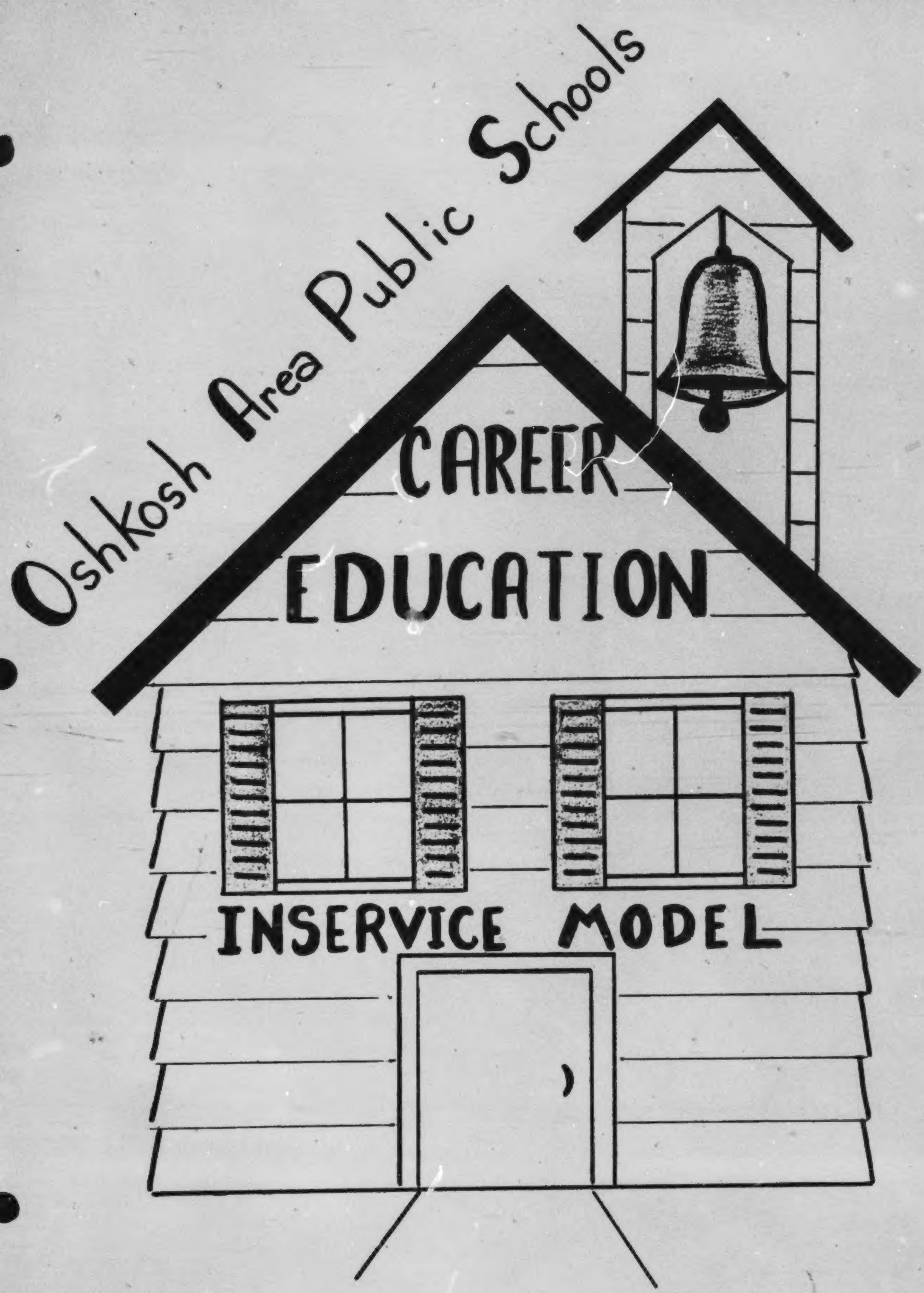
PUBLICATIONS

Career Education Inservice Model

Community Resource Guide

Tentative Counselor Role Model

Newsletters


Oshkosh Area Public Schools
CAREER
EDUCATION
INSERVICE MODEL

CAREER EDUCATION INSERVICE MODEL

JUN . 1976

A CAREER EDUCATION INSERVICE PLAN
DESIGNED, DEVELOPED
AND IMPLEMENTED

by

JOSEPH SCHRAGE

of the

OSHKOSH AREA SCHOOLS
OSHKOSH, WI 54901

Federal Grant No. G007502309

TABLE OF CONTENTS

Page

Preface 1

Philosophy 2

Goals 3

Introduction 4

Designing a Career Education Inservice Model 5-7

Local Needs Assessment 8-9

Conceptualization 10-12

Program Development and Integration 13-15

Evaluation 16-17

Workshop Organization 18

APPENDICES:

Appendix A - Workshop Format 19
    Infusion Model 20
    Sample Outline for Inservice 21
    Module Format Introduction 22
    Workshop Module Format 23
    Sample of the Module Format 24-27
    Instructional Unit Format 28-34

Appendix B - Performance Contracts 35-36
    Community Resource Performance Contract 37
    Career Inservice Performance Contract 38

TABLE OF CONTENTS (Continued)

Page

Appendix C - Workshop Realia 39
Role Definition Exercises 40
Examples of Role Playing Situations, Pro and Con 41
Brainstorming (Idea Inventory) 42
Interviewing 43-44
Role Playing 45-47
Question Box 48-49
Simulation 50-51
Use of Resource Persons 52-53
Career Education Instructional Unit 54
Comprehension Post-Test 55-56
Occupational Cluster Activity 57
Career Education Activities 58-59
Occupations Related to Interest and Ability 60

Appendix D - Evaluation 61
Content Value and Understanding Inventory 62-64
Questionnaire 65-68
Workshop Evaluation 69
Career Education Activity Log 70

PREFACE

"What is Career Education? In a generic sense, Career Education consists of all the activities and experiences through which individuals prepare themselves for and engage in work--during their lives. As a response to a call for educational reform, Career Education seeks to make preparation for work both a prominent and permanent goal of American education at all levels. By doing so, it hopes to make work--paid or unpaid--possible, meaningful, and satisfying for each individual."

Kenneth B. Hoyt
Director of Office of Career Education
U. S. Office of Education
Washington, D. C.

PHILOSOPHY

The Oshkosh Area Schools believe Career Education is concerned with the whole person. It encourages students to use the school as only one place of learning, rather than view school and work as separate worlds.

Career Education is not the same as Vocational Education; the latter is a part of Career Education. Career Education does not simply involve job preparation but tries to prepare the whole person for a full and enriching life. It develops values, decision-making and problem solving. Career Education is for all students, for all of life.

GOALS

1. To help the educational staff understand the historical context and factors that have stimulated the need for career education.

2. To understand and appreciate the need for cooperative effort between all school staff and community personnel and their possible contributions in implementing career education.

3. To increase awareness that vocational education is a component of career education.

4. To increase awareness of the infusion of career education concepts with the academic and develop implementation strategies for use in the classroom.

5. To help faculty and staff understand and appreciate their key roles in career education.

6. To help workshop participants understand the foundation of career education as well as some of the ways it is being operationalized.

INTRODUCTION

The Oshkosh Area Schools received a grant of $39,650 from the United States Office of Education to effect an incremental improvement of our career education program. One of the objectives of the grant was to provide inservice for one hundred staff members and develop an inservice model which would be transportable.

Several workshops had been conducted in previous years and using those experiences, coupled with the lessons learned from the project workshop, provided the basis for this inservice model.

We believe this inservice model is a viable system that is transportable to other districts. It may be useful to districts or schools who are embarking on a career education program or to districts who wish to refine their present career education programs.

This model is based on practices that have been proved successful, such as behavioral/instructional objectives, process and product evaluation, instructional techniques of simulation and brainstorming, and value clarification.

DESIGNING A CAREER EDUCATION INSERVICE MODEL

It is important to emphasize that teacher inservice education should be a planned process for influencing behavioral change with the intent of changing conditions and instructional practices in the classroom.

In designing an inservice model, a number of factors must be considered. Firstly, the district should have or be willing to formulate long range goals and objectives. Secondly, a time expectation table (PERT CHART) should be established showing where the district would like to be a year from now, two years from now, etc. Thirdly, a clear delineation and understanding of the roles and responsibilities of each staff member is mandatory if a career education program is to become viable. All must be able to communicate with one another and only through the cooperative team approach is it possible to have an evolving, developmental, and dynamic program of career education emerge. Fourthly, who are the participants to be? Vital to the process of planned change is recognizing that many teachers often defend the traditional approaches in education and resist change. In other words, the success or failure of an innovative workshop depends a great deal on a staff development effort that is both purposive and responsive to a district's needs.

Staff members will have differing attitudes in terms of acceptance and commitment to career education. The major problem that arises is how a workshop of inservice education can be operationalized to optimize the assimilation of career education concepts. One way of solving this problem is to gain the knowledge and understanding about the workshop participants and then develop effective strategies to involve them in the change process.

Change will only occur with a continuing inservice plan which stimulates and encourages people to continue their efforts. Thus it is imperative that the desired outcomes be determined, a timetable of accomplishments be drawn up and coupled with the established goals, within which the inservice will occur. Then your inservice becomes an instructional model and as such is subject to evaluation procedures. Direction will be determined by the goals; procedures dictated by the objectives written to meet the goals; and the activities are the processes used to accomplish the objectives. Periodic monitory and adjusting of the objectives are possible and desirable.

A fourth and often most crucial factor still to be considered is the budgetary restraints. The amount of funds available will dictate a workshop's inservice as to time, size, consultants, resources, secretarial help, supplies, etc. Therefore it is of the utmost importance to budget prudently and use local and/or state resources whenever possible. Commercial companies are normally very receptive to displaying their products free of charge to workshops if given adequate notice.

The Career Education Inservice Model utilizes four major thrusts to develop career education practices to affect a change in staff attitudes:

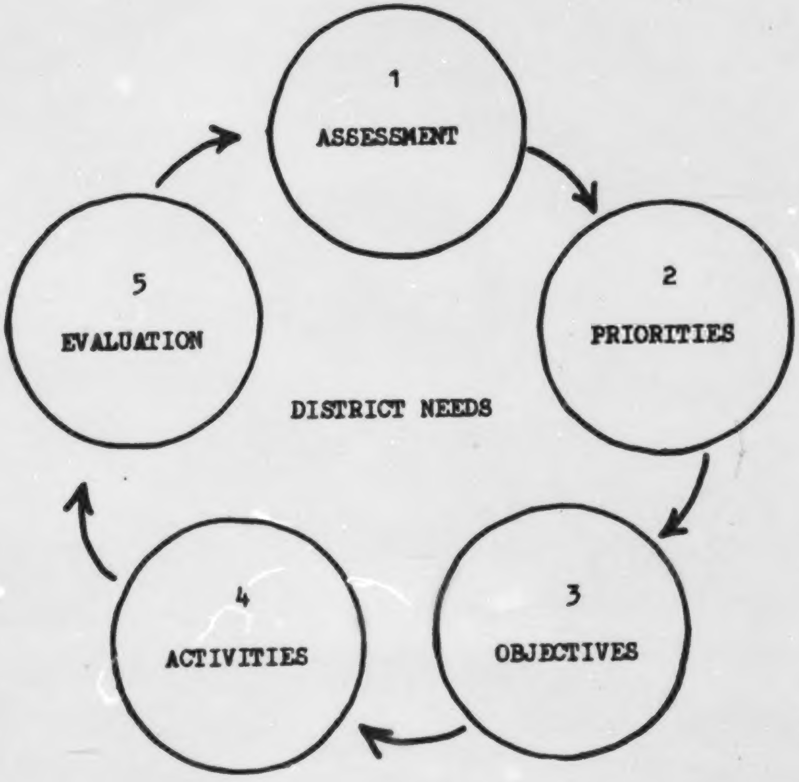
1. Local Needs Assessment
2. Conceptualization
3. Program Development and Integration
4. Evaluation

Each of these will be discussed separately.

LOCAL NEEDS ASSESSMENT

The first step to be taken before any program gets under way is one of assessment. The primary purpose of this assessment should be to obtain reliable baseline data for decision making about the type of program and/or other action required to inaugaurate such program. Data obtained should provide answers to the following questions:

1. What kind of commitment does the district have toward career education? (If there is none, go no further)
2. Does the district presently have any long range plan for integrating a career education program?
3. What are the prevailing attitudes of the board, administrators, teachers, and community toward career education?
4. What career education resources are available in the system?



If there is a decision to progress with a career education assessment, data will then have to be evaluated and used in establishing a district's priorities, goals and objectives. If the district is well along into a developmental career education program, a local needs assessment could be used to re-evaluate the present goals and objectives or could be omitted as the first step.

The assessment can be rather simple and of short duration, or more complex and lengthy. In either event, an effort must be made to determine the extent to which career education practices presently exist, the knowledge and attitudes the present staff has toward career education, the availability of needed and desired resources, and any other existing factors which may affect the integration of a career education program into the system.

A variety of options exists for assessing needs and each district must decide which are best suited for their individual district. Examples of assessment instruments are: written surveys (questionnaires), fact finding committees, previous evaluations, follow-ups, goals of the district, interviewing, and testing. The written survey is the most popular and easily administered.

Information gathered through the assessment will also provide some required information necessary in the formulation of the inservice program's goals and objectives which will be oriented toward satisfying the immediate needs of the district.

CONCEPTUALIZATION

When the decision is made by a district to integrate a career education program, or if a career education program is already functioning, the classroom teacher has to be viewed as a vital factor in the success or failure of the operation.

In order to implement career education at the classroom level, the career education concepts must be internalized by the teacher. The raising of career education to the conscious level of the teacher is only accomplished through inservice. In fact, it is the real purpose of inservice. This will not occur overnight, nor will it appear without a planned and purposeful approach. The staff must feel a need on a personal level and make a commitment to satisfy that need.

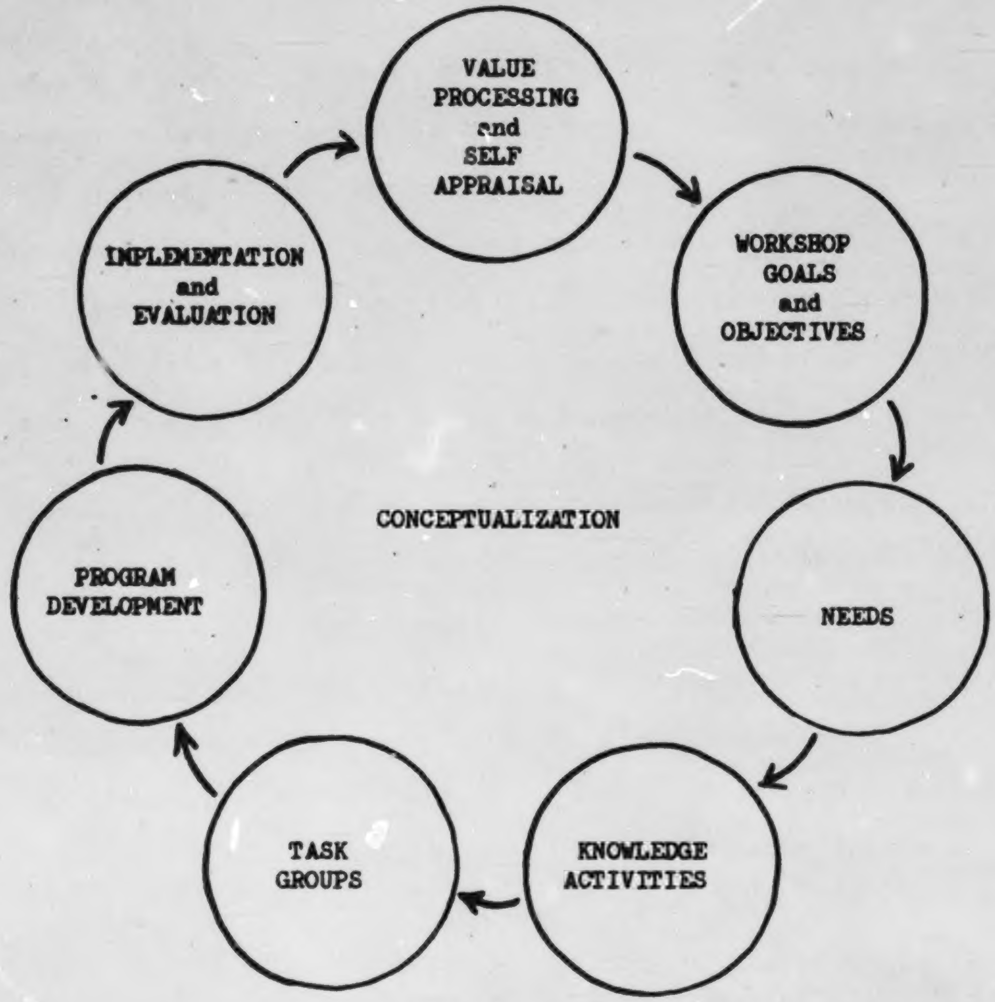
One way of accomplishing this is through value processing and self appraisal. Participants are asked to express their values and understanding on a given set of statements based on accepted career education concepts (see Appendix D). The same questionnaire may also be used at the end of the inservice as an evaluation technique.

Responses to these statements become the basis for the workshop participant's goals. Following the pre-test results, participants are provided with activities which require that they become acquainted with the basic career education concepts and supply knowledge. These activities are usually in the form of role-playing, open-ended questions, idea inventories, etc. (see Appendix C). The activities are keyed to the workshop goals and in this way serve to structure the workshop to the participant's needs.

The opionnaire and activities tend to create a need for knowledge. Because people tend to rate their personal knowledge in terms of generalities, the outcome of these activities will reflect this feeling. This is then followed by activities that require specific cognitive knowledge although on a low level of cognition. Participants will then tend to realize that there is a discrepancy between what they think and what they actually do know. In this way a mind set is established on a felt need.

After the need is identified there should be an immediate avenue to meet the need and this is best accomplished on an interaction level. Participants are channeled into small groups according to interests and career education background. Group assignments should be made on the basis of workshop objectives, knowledge of participants, subject areas, grade levels, and individual preference. These groups are then encouraged to respond to different solution strategies, approaches, and/or other stimulating techniques.

The basic purpose of this phase is to capitalize on an internalized need to do something and at the same time manufacturing the zeal to produce. Ideas should be forthcoming from the group. Brainstorming and/or rap sessions are very useful to stimulate responses from a group without judgement as to the value of the suggestions. It also gives them a chance to state, justify, and re-examine their personal values in context with others.


VALUE
PROCESSING
and
SELF
APPRAISAL
WORKSHOP
GOALS
and
OBJECTIVES
NEEDS
KNOWLEDGE
ACTIVITIES
TASK
GROUPS
PROGRAM
DEVELOPMENT
IMPLEMENTATION
and
EVALUATION
CONCEPTUALIZATION

During the workshop, resources and materials should be available and presented continually. Outside consultants should be utilized to provide new and different ideas regarding career education practices.

The participant's primary purpose in this model is to develop a plan of implementation, as the finished product of this phase, to be used in his or her classroom (see Appendix A). However, other options and outcomes may be substituted and/or incorporated into the final outcomes as deemed necessary by those designing the inservice.

PROGRAM DEVELOPMENT AND INTEGRATION

Having developed various instructional strategies designed to meet the previous identified needs, the next phase is integration into the curriculum. This assumes top priority, because the strategies developed must be implemented, tested, and refined. An all-out effort must be made to aid and encourage the participants in promoting their ideas to a visible reality. All available resources should be placed at their disposal.

It becomes critical that the inservice participants understand that to implement a career education program requires an integrated, systematized and developmental approach from grades K through 12. Students should not be experiencing identical career education activities over and over, such as viewing the same film only in different disciplines, using the same resources, exploring the same job clusters, again and again, etc.

In attempting systematized integration, the workshop participant should become acquainted with and test possible solutions. The following methods were deemed as having the most optimum chances for success.

1. Resource Approach -- steering committees are appointed for individual schools or grade levels and charged with the task of designating which career education resources would be appropriate for the particular grade level or discipline. We feel this plan has merit and is easy to administrate, however, there are apparent drawbacks.

There could be lack of flexibility in meeting varying student and teacher needs; and if a school has a minimum supply of resources, it becomes purposeless.

2. Cluster Approach -- teachers would concentrate on career education activities within specific job clusters which relate to that particular discipline. This approach has proved very successful in many schools, especially if the classroom teacher is given an opportunity to participate in the decision-making process of assigning the clusters.

3. Designated Responsibility Approach -- this is the one that received the most favorable response. Basically each school in a system would have someone or some group to act as liaison agent to coordinate and communicate career education practices and use of resources within the individual building or department.

At the elementary level a designated teacher or the building principal would serve as the coordinator and disseminator of career education practices within that building.

At the middle school level, we feel the counselor should be the catalyst.

At the high school level a team of counselors and department heads would do the coordinating within each individual department as well as between departments.

Another facet of program development is that inservice has to be a continuing and on-going process. We cannot have a single shot approach and expect great things to happen. Very little will happen unless inservice is continuous and on-going. This may be accomplished through individual conferences, small group meetings, or a series of practicums. Memos, periodic newsletters and individualized letters may also be an avenue to call attention to the successes of the participants throughout the year.

Continuing inservice allows participants to refine strategies and thinking that evolved in the workshop. It also provides them with an awareness of a support system.

EVALUATION

Program development and improvement is an evaluative process in which any new program is helped to develop toward becoming the kind of program intended or in which an old program is helped to improve its functioning so that the objectives might be reached more effectively. An evaluation which is designed for the purpose of promoting program development and improvement will follow the process of:

1. Reviewing or redefining the desired objectives and activities of the program.
2. Collecting information regarding the extent to which the objectives were being met and the extent to which the program activities were being carried out.
3. Judging the adequacy of the attainments.
4. Deciding what steps will be taken to improve the program in the future.

The steps to be taken in conducting an evaluation are as follows:

1. Establish the purpose for the evaluation.
2. Plan the design and procedures of the evaluation.
3. Define the objectives, activities, or resources to be evaluated.
4. Identify the sources of information.
5. Develop the instruments for collecting information.
6. Collect information.
7. Analyze information.
8. Organize and report the results.
9. Judge the adequacy of the results.
10. Make decisions.

By scheduling periodic meetings of the inservice participants, either in small groups or as a meeting of the whole, evaluation becomes on-going. Other techniques that may be used are a workshop evaluation form, the opionnaire as a pre-test and post-test instrument, and a career activity log to be filled out on a predetermined schedule (see Appendix D).

Evaluation is an important part of any program because it can contribute to the improvement of the program and can provide information useful in communicating program accomplishments and needs to various publics.

These four basic steps will provide a system, whether you are or you are not involved in a career education program, to plan, develop, and initiate an inservice program to meet your local needs. The model lends itself to broad aspects of inservice design instead of specific ones because it is intended as a guide and not a cookbook.

WORKSHOP ORGANIZATION

Workshops were divided into four separate divisions. One workshop dealt with elementary staff, a second with middle school faculty, plus two workshops geared to the high school staff. Each workshop met a total of six times, for two and one-half hours, at the end of the working school day. This totaled 15 hours of inservice per individual.

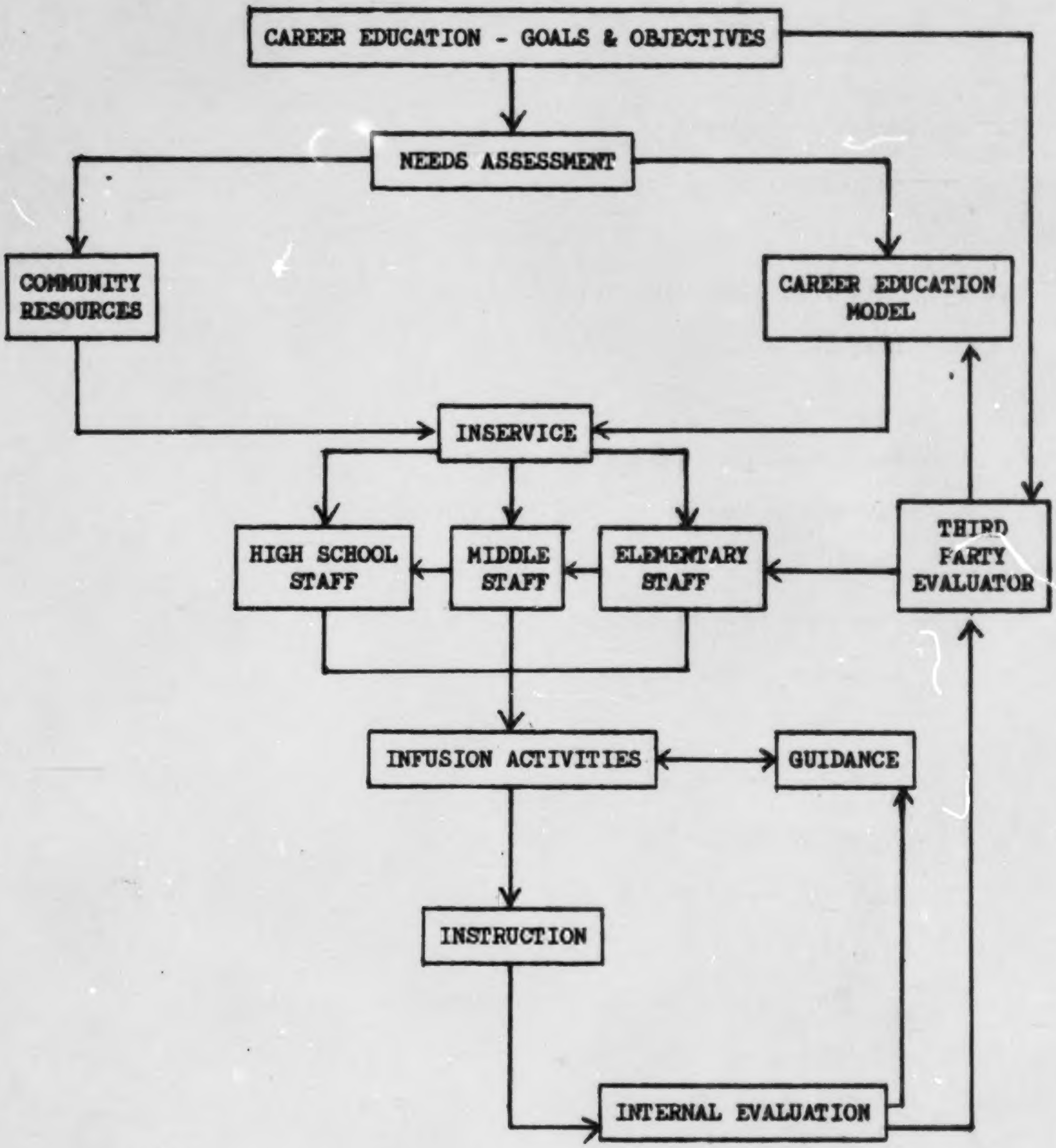
Size of workshops varied from 35 to 43 participants. The author feels that in the future, workshops should be limited to 25 or less in order to be more effective. Length, size, and number of workshops may be adjusted to meet local needs. However, based on past experiences, it seems two hours would be an optimum time period for workshops meeting at the end of a work day. Summer workshops are a different "ball game" and past experiences have indicated that morning workshops versus day long ones were the most productive in terms of output.

Different formats may be used to structure the workshop but the author has found that a module format produced the best all around results (see Appendix A).

APPENDIX A

WORKSHOP FORMAT

INFUSION MODEL


CAREER EDUCATION - GOALS & OBJECTIVES
NEEDS ASSESSMENT
COMMUNITY RESOURCES
CAREER EDUCATION MODEL
INSERVICE
HIGH SCHOOL STAFF
MIDDLE STAFF
ELEMENTARY STAFF
THIRD PARTY EVALUATOR
INFUSION ACTIVITIES
GUIDANCE
INSTRUCTION
INTERNAL EVALUATION

A SAMPLE OUTLINE FOR INSERVICE

I. Assessment of Local Needs

Surveys - meetings, etc.

II. Why Career Education

- Historical background

III. Orientation to Career Education Concepts

Theories - goals

IV. Introduction to Various Models

Sheboygan - Seymour - State of Wisconsin

V. Resources in Career Education

A. Commercial - displays

B. Community

VI. Development of Implementation Strategies

Guides - unit strategy

For the above goals, performance objectives and activities would be developed for each category. Number and depth would be according to the individual school's unique situation. Allotted time, funds, participant's background, local needs and desired outcomes would determine this.

MODULE FORMAT INTRODUCTION

1. GOALS - indicate the general purpose of the workshop.

2. OBJECTIVES - The users of this guide should translate their objectives into specific performance objectives which indicate the participant outcomes sought for their individual situation.

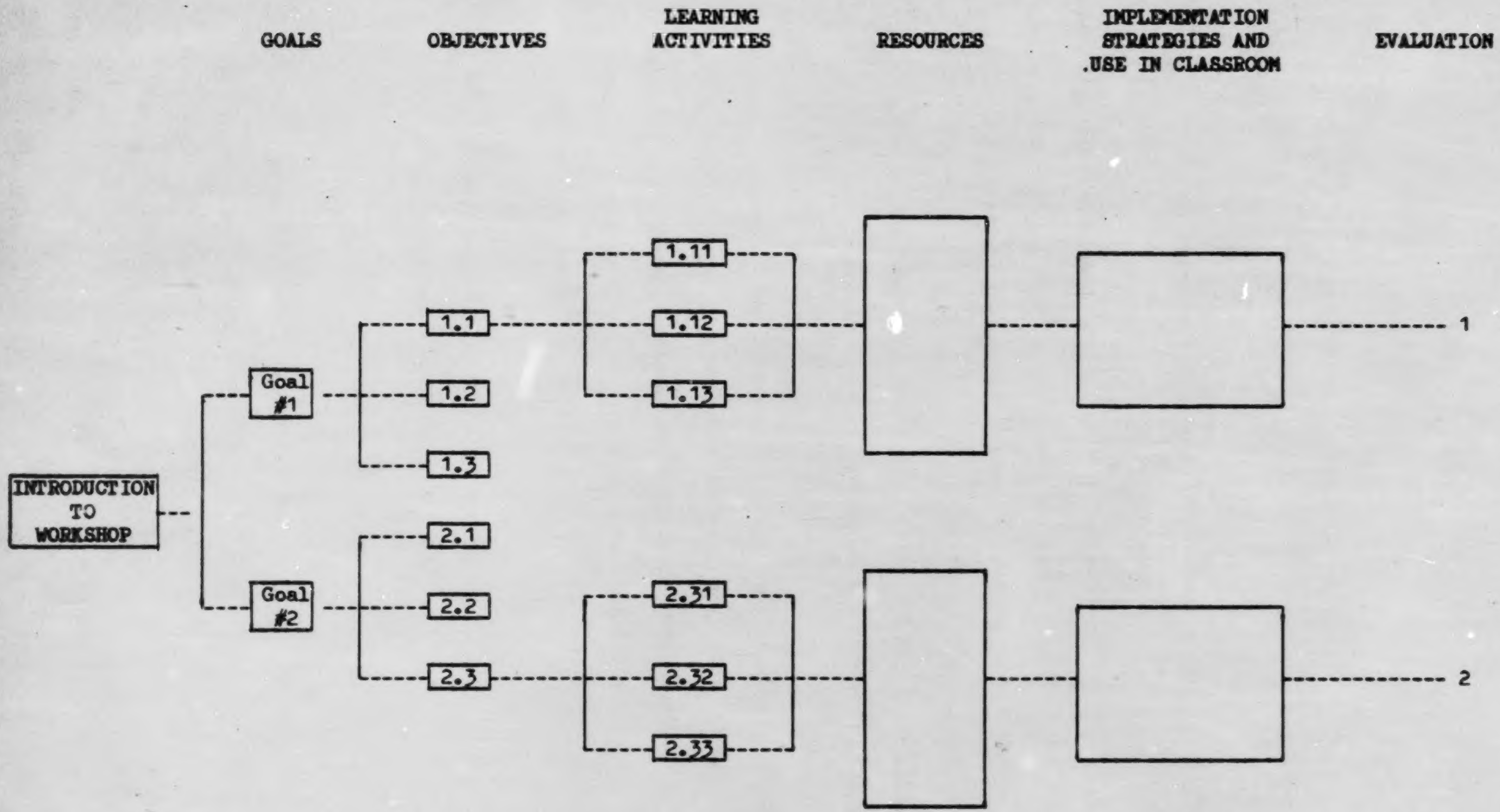
3. LEARNING ACTIVITIES - should include specific activities relevant to the goals and objectives of the workshop.

4. RESOURCES - these should include materials and resources essential to the facilitation of the learning activities. Examples are: related handouts, readings, audio-visual materials, commercial career education wares, speakers, etc. It is suggested that the facilitator use localized materials wherever feasible.

5. IMPLEMENTATION STRATEGIES - designed to give the participant a practical method of introducing career education concepts into the classroom.

6. EVALUATION - to provide methods to evaluate the outcome of the workshop and also the materials developed for implementation.

WORKSHOP MODULE FORMAT


GOALS
OBJECTIVES
LEARNING ACTIVITIES
RESOURCES
IMPLEMENTATION STRATEGIES AND USE IN CLASSROOM
EVALUATION
INTRODUCTION TO WORKSHOP
Goal #1
Goal #2
1.1
1.2
1.3
2.1
2.2
2.3
1.11
1.12
1.13
2.31
2.32
2.33
1
2

SAMPLE OF THE MODULE FORMAT DEVELOPED

INTRODUCTION TO WORKSHOP

GOAL 1.0. Provide an atmosphere within the workshop group which will facilitate an open, comfortable relationship among the members.

1.1 Participants will be involved in selected experimental activities that will provide an initial impetus involvement in the career education program.

1.11 A sheet of paper is put on the board with the heading "Career Education Is ....!" and another sheet headed "Career Education Is Not ....!" Participants will brainstorm as many statements as possible under each heading (concentrate on one heading at a time). List on the paper and later on in the session post the results and have groups of four discuss the original statements and determine what changes should be made.

WHY CAREER EDUCATION?

GOAL 1.0. To become familiar with major influences on the development of the career education movement.

1.1 Participants will identify social factors that have influenced demands for the school's dealing with the world of work.

1.11 Have the participants trace their own career development, identifying the factors which directly influenced them and critical decision points.

1.12 Have the participants compare their work values to those of their parents and grandparents.

CAREER EDUCATION THEORIES

GOAL 1.0. To become familiar with the major classification of career development theories and to summarize points pertinent to career development goals and planning considerations.

1.1 Participants will identify the differences between the concepts of occupations, jobs, and careers.

1.11 List ten occupations and determine how they might be converted into careers (consider such factors as formal education, potential obsolescence, effects of automation and consumer or population effects upon the occupation being considered).

CAREER EDUCATION MODELS

GOAL 1.0. To become acquainted with federal and state career models or projects.

1.1 Participants will identify, analyze, and describe at least one state or neighboring career education model.

1.11 Have small groups visit a neighboring career education project and report findings back to class or have representatives of these projects give presentations to the group.

IMPLEMENTATION STRATEGIES

GOAL 1.0. Identify various implementation strategies, approaches, and programs.

1.1 Participants will be knowledgeable of educational change techniques and/or strategies used in the implementation of career education.

1.11 Participants will be given a brief overview of the strategies for implementing career education as advocated by the Wisconsin model and others (Maryland, Missouri). Point out the "step" or "state" which each model indicates as implication.

ROLE IDENTIFICATION

GOAL 1.0. To analyze one's role in the implementation of career education.

1.1 Participants specify the functions of their roles in the career education implementation process.

1.11 Ask each teacher to complete the role definition exercise (see appendix C)

RESOURCES IN CAREER EDUCATION

GOAL 1.0. To become familiar with strategies for securing, organizing, clarifying, and utilizing resources available in the school and community.

1.1 Participants will be able to identify and effectively utilize community resources for career education.

1.11 Divide workshop into small groups to develop a survey instrument to be completed by area employers concerning community resources for career education. Reconvene to share ideas and, if possible, reach a consensus regarding format and content.

THE INSTRUCTIONAL UNIT FORMAT

PART I - PREPARATION AND RESEARCH FOR INSTRUCTIONAL ACTIVITIES

I. GOALS, OBJECTIVES, CONCEPTS

A. Infusion of Career Development Goals with Instructional Unit Goals.

Select an instructional unit you are about to use or have used. Make an outline of your instructional unit in terms of the goals you have set for students and the concepts, skills, and attitudes that are transmitted in that unit.
Main Question: Can what I am teaching in a unit in terms of concepts, attitudes, and skills be associated or related in some way with any of the concepts, attitudes, and skills listed below?

The following questions serve as a guide to associate career development goals with your instructional unit. Not all questions will be applicable to your unit. Those questions that do apply to your unit become the infusion goals of the unit.
Guideline Questions: In the present instructional unit:

1. Are there any concepts, skills, attitudes in the unit which a student might relate to his/her tentative career goals?

2. Is there anything in the unit which would help a student to understand himself in relation to his culture or environment?

3. At the end of the unit, what growth should have occurred in terms of concept, skills, and attitudes which would add to a student's uniqueness?

4. Is there anything in the unit which would help the student to understand the forces (social, economic, educational, cultural) that influence his development?

5. Are there any values presented in the unit? What are they? Would these values aid or restrict the student in understanding self?

6. What tentative career goals might result after a student has experienced the unit?

7. What occupational titles/clusters might be associated with this unit? Which ones are already mentioned in the text? are there others?

63

8. How do these occupational titles/clusters meet the needs and functions of society?

9. What are the qualifications needed by the person who would work in the occupational titles/clusters mentioned in the unit?

10. What further steps or experiences might a student engage in which would build on the learnings of this unit?

11. How do the occupational titles/clusters associated with this unit influence a person's life style?

12. How can or does this unit aid the student to recognize the responsibilities to himself and others when accepting a task? What is a student responsible for during this unit? What opportunities does a student have to decide what he is responsible for?

13. Does the unit present any ideas about differences between individuals or groups? Can anything regarding tolerance be presented?

14. At the end of the unit would a student be able to identify and state any personal goals as part of tentative career decisions?

15. What resource information can be identified and used in terms of vocational development or occupational titles/clusters associated with the unit?

16. Does anything in the unit teach that decision-making includes: a) identifying alternatives, b) selecting the alternative most consistent with personal goals, and taking steps to implement a course of action?

17. How does this unit develop the skills required to identify the objectives of a task, specify the resources required, outline procedures, perform operations, and evaluate the outcome?

18. What are the basic tools, equipment and materials associated with this unit?

19. What can this unit do in teaching about interpersonal relationships as related to various occupational roles such as employer-employee, supervisor-worker-associate, professional, paraprofessional? Can any of the learning activities be structured by way of simulation, role-playing?

20. What educational and/or occupational competencies does this unit provide the student with?

21. How do the occupational titles/clusters associated with the unit influence personal economics? life-style?

22. What are the social and economic benefits associated with the occupational titles/clusters in the unit besides actual salary or pay?

23. Does the unit deal in any way with how wealth is accumulated and how it may influence a person's life?

24. What are the economic trends found in the community, state and national which may influence the occupational titles/clusters mentioned in this unit? Are there any significant technological changes in the wind?

25. Which of the occupational titles/clusters in the unit requires a) working independently, b) working as a member of a cooperative team, c) being supervised or directed? Does anything in the unit deal with these three types of work situations? Can any of the study activities of the unit be structured along these lines?

26. What can be done in the unit to assist the student by the end of the unit to associate his/her interests, aptitudes, and achievements with the possible tentative career goals associated with the unit?

27. What basic work habits and attitudes can be transmitted through this unit that are needed by the occupational titles/clusters associated with the unit?

28. What extracurricular and non-school activities are associated with this unit where a student might learn more or try out what he has learned? Leisure time activities? Part-time work?

29. What educational preparation is needed for each of the occupational titles/clusters mentioned in this unit? To what current school experiences may these be related? What educational experiences might be needed in the future? What is the student's next step?

30. What is the relationship between the concepts, skills, attitudes contained in this unit to other discipline areas?

With your knowledge of your unit and answers to the above questions in hand (those that are appropriate to the unit) then some instructional goals, objectives and concepts can be stated.

B. Student Goals

Based on the above, what expectancies do you the teacher have for students by the end of the unit? Please state these goals 1, 2, 3, etc.

C. Concepts To Be Transmitted

Please state here the source of your instructional unit e.g. textbook(s) used, state syllabus, your own notes, area guide, etc.

II. SUBJECT MATTER

A. Definition of Terms

Are there terms in the "Concepts to be Transmitted" section which need definition? for the teacher? for the student? If so, provide a definition.

B. Vocabulary

List here terms which might be new to the students.

C. Skills and Content

List here the skills and content that are to be learned by the student.

III. SOURCES OF INFORMATION AND/OR INSTRUCTIONAL RESOURCES

Data appropriate to the unit should be listed under the appropriate section.

A. Occupational Briefs

Various companies publish occupational briefs e.g. Science Research Associates, Chronicle Guidance Publications. Briefs usually contain the following types of information: Definition, Description of the Various Tasks Done, Working Conditions, Personal Requirements, Educational Requirements Where Employed, Hours and Earnings, Opportunities for Advancement, Employment Outlook, References for Further Reading, and Sources of Additional Information.

B. Newspapers and Magazines

Career biographies, worker models, etc. often appear in feature stories or articles in newspapers and magazines. The Reader's Guide to Periodical Literature might be useful in locating articles. Local newspaper feature stories often point out potential resource persons and/or field trips.

C. Field Trips, Resource Persons, Local Employers

In many instances these three are intertwined. Time and budget restrictions as well as availability sometimes restrict the use of these three. For this reason all the other sources of information should be utilized.

The emphasis of the field trip and local resource person is to provide the student with "realism" of the job situation and the human being in that situation.

Local Employers

Job Service, Associated Industries, the Chamber of Commerce, and the yellow pages are excellent resources which may be utilized.

D. Associations and Organizations

What associations and organizations might be able to supply data on the occupational titles/clusters associated with the unit?

E. Libraries - School and Public

1. Various encyclopedias
2. Book Titles - Careers in Fact and Fiction
   Both the school and the local public library have biographies and novels, as well as non-fiction, which present a fairly accurate portrayal of a particular occupation or occupational cluster. Biographies and novels, if used along with good non-fiction and human resources, can prove worthwhile in developing a student's knowledge of the world of work as well as the teacher's. One caution must be cited in the use of novels - information presented in this form may tend to glamorize the occupation. This disadvantage might be weighted against the advantage of popular appeal, and if used with non-fiction and human resources, the disadvantage can be overcome.

   What specific book titles might be associated with this unit?

F. Audio-Visual Materials

1. Commercially Made

   What commercially made materials are available for the unit?

   Both those currently on site and those that might be ordered in the future should be listed.

2. Home Made

Cassette recordings made when a resource person visits the classroom, videotapes made during the same or when on a field trip, materials from home, projects completed by the students all are forms of building up a local supply of resource materials and instructional aids.

G. Standard Reference Materials

1. The Dictionary of Occupational Titles

Volume I will present a definition of the work done. Volume II will present job families, data on work performed, worker requirements, clues for relating persons and requirements, training and methods of entry, related occupational classifications, and information in terms of general educational development, specific vocational preparation, aptitudes, interests, temperament and physical demands.

2. The Occupational Outlook Handbook

Contains information on about 700 occupations and has information available similar to the D.O.T. categories above.

3. The Encyclopedia of Careers and Vocational Guidance - 2 Volumes

Volume One presents broad areas of work such as the following career fields:

The Advertising Business
Aerospace Manufacturing
The Agriculture Industry
Air Transportation
The Apparel Industry
The Armed Forces
Astronomy, Geology & Geophysics
The Atomic Energy Industry
The Automobile Industry
The Baking Industry
Banking
The Biological Sciences
Book Publishing
Brokerage & Investments
The Intercity Bus Industry
The Ceramics Industry
Chemical & Drug Industries
Local and State Government Service
Machining and Machinery Industry
Magazine Publishing
Management
Marine Transportation
Mathematics
Medical & Health Services
Meteorology
The Mining Industry
The Natural Gas Industry
Newspaper Publishing
Nonferrous Extractive Metallurgy
Oceanography & Limnology
The Packaging Field
The Peace Corps

Chemistry
The Construction Industry
The Data-Processing Industry
The Electric Utility Industry
The Electronics Industry
Engineering
Federal Government Service
The Food Processing Industry
The Foreign Service
Foreign Trade
The Forging Industry
The Foundry Industry
The Hotel-Motel Industry
Insurance
Iron and Steel
Law
Librarianship
The Performing Arts
The Petroleum Industry
Physical Metallurgy
Physics
The Plastics Industry
The Postal Service
The Printing Industry
The Paper & Pulp Industry
Radio and Television Broadcasting
Railroad Transportation
Real Estate
Recreation
Religion
Restaurant Business
Retailing
The Rubber Industry
The Social Sciences
Sports
Teaching
The Telephone Industry
The Textile Industry
Truck Transportation

Volume II presents data on approximately 650 individual occupations. It is useful for the personal qualities needed for various occupations.

APPENDIX B

PERFORMANCE CONTRACTS

PERFORMANCE CONTRACTS

Over the past several months, it has become apparent that there was often a discrepancy between the responsibilities of the workshop participants as perceived by the leaders and participants. This was particularly true with the articulation of the workshop outcomes to continuous implementation.

So it was felt that there needed to be some additional way of bringing continuing responsibility to the conscious level. A performance contract was drawn which listed the workshop goals as participant responsibilities and included the rate of pay. This performance contract signed by the participants, would clearly define the involvement, and anyone caring to withdraw would be given that option. These contracts will be used in future workshops.

These contracts can be adapted to various roles, such as disseminators, demonstrators, and leaders, simply by defining the responsibilities for the role desired.

Oshkosh Area Public Schools
215 S. EAGLE STREET — OSHKOSH, WISCONSIN 54901 — (414) 235-7100

JOSEPH PELLEGRIN
Superintendent of Schools

WILLIAM HARVEY
Asst. Superintendent — Business

COMMUNITY RESOURCES
PERFORMANCE CONTRACT

I agree for a sum of $200.00 to perform the following:

1. Become a demonstration teacher in the area of community resources.
2. Host visitors who are interested in the use of community resources.
3. Have a total of thirty (30) community resource people talk to my class about careers or career related information.
4. Community resource people will be invited on a weekly basis. (Field trip to a place of business is a suggested alternative)
5. Contribute information to keep the Community Resource Guide current.

____
Name

____
Date

72

Oshkosh Area Public Schools

215 S. EAGLE STREET – OSHKOSH, WISCONSIN 54901 – (414) 235-7100

JOSEPH PELLEGRIN
Superintendent of Schools

WILLIAM HARVEY
Asst. Superintendent — Business

1975-76 CAREER EDUCATION INSERVICE

PERFORMANCE CONTRACT

As a participant in the Career Education Inservice Workshop, I agree to:

1. Participate and complete all required activities of the workshop.
2. Keep Career Education visible in my class whenever appropriate.
3. Utilize community resources in my instructional program.
4. Maintain a log of activities.
5. Implement Career Education goals and objectives as stated in my school guide.
6. Articulate Career Education activities with my colleagues.

For the sum of ______________________________ I agree to assume the above responsibilities.

(Signature) ______________________________________

(Date) ____________________

APPENDIX C

WORKSHOP REALIA

ROLE DEFINITION EXERCISES

DIRECTIONS: Please read each statement and modify it if necessary so that you can agree with what it says.

1. Elementary teacher's primary role in career education is to help students choose the one best occupation for themselves.

2. Middle school teachers should primarily aid students in choosing whether they should attend college, work, or pursue other types of post-high school training.

3. Senior High teachers, being subject matter specialists, should primarily rely on their guidance counselor to develop their career education program.

4. The primary guidance counselor's role in career education is to acquaint the professional staff with the history and function of career education.

5. Administrative involvement in career education should be primarily fiscal and final approval of programs developed by other faculty.

EXAMPLES OF ROLE PLAYING SITUATIONS

IMPLEMENTING A CAREER EDUCATION PROGRAM - PRO & CON SITUATIONS

PRO - TEACHER A: You are a leader in the school. You are looked up to by others and recognize this fact. You are sure that career education really fits into education. You have been asked by your principal to help teachers think through what career education means for their classroom activities.

CON - TEACHER B: You are also a leader in the school and are well respected. Your concern is that much more time is being taken away from classes than can be afforded if important skills are to be developed by the student. While you are not in disagreement with the career ideas being proposed, you are genuinely concerned about what this might mean for the overall program and would like to see the matter dropped at this time.

PRO - TEACHER C: You have been a math and science teacher in the school for two years. You like your work, the school, and the students. The idea of trying something that deals with the world of work appeals to you. Convince other teachers in your department that a career education program should be implemented.

CON - TEACHER D: You have been teaching in this school for five years. It is time for a change. You are tired and are currently dealing with some other problems. You have not been able to cope with the idea of incorporating career education in your planning and teaching and will fight having it dumped on you.

BRAINSTORMING

(Idea Inventory)

In brainstorming, a variety of people in a group spontaneously express their thoughts about a single problem—it is a let-yourself-go session that calls for ingenuity and creativeness in seeking a solution to a tough problem.

A. When to Use Brainstorming

1. To elicit both numerous and unusual ideas.
2. To identify several alternative ideas before reaching a basis for making a decision.
3. To consider many aspects of a problem, issue, or topic.

B. Preparation Tasks

1. Prior to the brainstorming session the teacher should:
    a. Explain the technique to the students.
    b. Set a time limit (5-15 minutes).
    c. Identify a recorder (possibly two) to put ideas on a chalkboard as they are presented.
2. While the brainstorming session is being conducted, the teacher should:
    a. Urge students to make contributions as rapidly as possible.
    b. Be sure that student ideas are made:
        (1) Without regard to whether or not they will be used later.
        (2) Without feeling that they must be related to an idea offered previously.
        (3) Without comment in any way upon the ideas of others.

Suggestion:

This technique is frequently utilized in connection with group discussion. As an aid in decision-making, it can be put to effective use, for example, by a student planning committee during its initial considerations of possible problem areas, topics, or goals.

INTERVIEWING

Interview questions from an interviewer or members of an audience may occur after a talk by a resource person or they may be the means by which a class explores aspects of a topic about which the resource person is well informed. (Class members may also use the interview technique outside the class setting to obtain information for a class project.)

A. Uses of the Interview

1. To gain new or technical information about which the group has no knowledge.
2. To explore or analyze a problem.
3. To clarify issues.
4. To provide a bridge between the resource person and the audience.
5. To enable students to discover alternatives available to them.

B. Preparation Tasks

1. Preplanning
    a. With the students' help, design questions to be used in the interview.
    b. Contact the person to be interviewed and discuss the interview and possible dates.
2. Classroom Procedures
    a. If special arrangements (use of tape recorder, seating, etc.) are needed, be sure these are made prior to the arrival of the guest.
    b. Introduce the guest to the class and state the purpose(s) of the interview.
    c. Ask the guest each question previously developed with the students. It is usually a good idea to ask each question twice. Clarify statements with the guest while the interview is in progress.
    d. If the guest agrees, students may ask questions following the interview.
    e. Thank the guest.

78

3. Post Interview Procedures

   a. After the interview, use a class period to assist students in relating the information they gained to on-going objectives.

   b. You and the class may want to listen to all or parts of the tape recording.

   c. If possible, the students should have some "first hand" or realistic experiences related to the interview topic. For example, if the guest spoke on the topic of "advertising," good follow-up experiences would be to visit an agency or to involve students in a market research study to name a new product.

ROLE PLAYING

In role playing, students are given a realistic situation that usually focuses on human relations problems—at home, school, or the job and so on. Assuming the roles of people in the problem, class members may be asked to act as themselves, as persons with whom they interact closely in real life, as specific characters in a play, or as specific people with no well developed roles other than the ones the students fill in as the role playing develops.

Students not participating in the "skit" are the audience—they observe and interpret the role playing, often with some instructions about what to look for.

The role playing continues (5-15 minutes) until all characters make clear the problem and their points of view, their feelings and attitudes—no solution is necessary. At that point actors and audience analyze (with some help from their resource person, the teacher) the interaction in the skit in view of the objectives.

USES OF THE ROLE PLAY

1. To prepare students for discussion about attitudes and feelings involved in interpersonal problems;
2. To promote understanding of the feelings and viewpoints of others;
3. To encourage students' learning more about their own attitudes and behavior;
4. To help students understand and cope with problems they face;
5. To test in advance how students may react under certain conditions;
6. To provide class members with an experience that all hold in common so that members can discuss the problem situation in terms of the same framework;
7. To arouse students' interest and participation in the class.

SUGGESTED "PROBLEM SITUATIONS"

Numerous problem situations arise in the area of human relations. Below are listed a few that relate to the objectives of career education and the students.

1. Situations on the job between employers and employees;
2. Circumstances between parents and students;
3. Situations involving student and student such as debate over career education, drugs, choice of post high school plans, marriage and/or career, dropping out of school and so on;
4. Situations involving personal attitudes and feelings of students stimulate optimum participation and interest—for example, a job interview, getting help from a counselor, taking a required course, college-oriented student preparing for work world, student

dissatisfied with career plans, female student considering a traditionally male career or a male deciding to enter a career area traditionally filled by women.

WHEN TO USE THE ROLE PLAY

1. When the objectives can be achieved by students acting out problem situations rather than by their reading or listening;
2. When the teacher is informed enough about the roles so that he can serve as the resource person throughout the role playing session;
3. When role play is appropriate for the particular group of students with whom the teacher plans to use it—will the students resist role playing? Is it appropriate to their age, sex, background?
4. When the problem situation is simple and clear cut;
5. When the teacher can handle the analysis and discussion of the role play interaction;
6. When the physical conditions lend themselves to the use of role play.

PREPARATION TASKS

1. Preplanning: Determine the objectives; then select the situation and roles that need to be used for the students to reach the objectives.
2. Arouse a felt need for experience on the part of students.
3. Discuss the roles and situations with the students as well as goals of role play.
4. Help those active participants become involved by setting time of day, talking about facial expressions of the characters, feelings shown and hidden, etc. Varying amounts of time should be spent with individual actors depending upon age of group and maturity of individuals.
5. Explain to the students, who are observing the role playing, how to observe and to write down questions for discussion following the role playing.
6. Call for volunteers for the various roles.
7. Begin the role play.
8. Analyze the interactions.

ROLE PLAYING
(Cont'd)

9. Re-enact the roles if additional insights are needed and if student interest is great.

10. Summarize the learnings brought out through the role playing session.

11. Evaluate the effectiveness of the role play experience. Get feedback from the students.

QUESTION BOX

Obtaining ideas, opinions, and insights from students is an effective way of gaining a portion of the necessary information needed for lesson or program planning. The Question Box technique provides other opportunities for private response to a question or problem by permitting individuals to write questions or statements for later discussion.

The question box or question card technique, where critical questions are written out before a speaker faces an audience, has several uses. One, the speaker, in this case the teacher, can obtain advance information which may be organized into categories and written into a presentation. Two, the teacher can, after a presentation has been made and questions have been submitted, screen out those which are of little importance to the topic, irrelevant to the topic, and perhaps malicious in content. Also, questions generated by students and submitted in advance can:

- Encourage individual thinking on the part of students, which may, in turn, stimulate an eagerness to know the answers.
- Provide opportunity to clarify points "glossed over" in the initial presentation.
- Assist students to "pin-point" critical information.

The following is a description of how the question box or question card technique might be implemented.

> Each class member submits a written question for the speaker to respond to. the Questions are written on cards which are then sorted by the speaker for the purpose of responding to questions in categories or by priorities. The speaker responds to the questions.

A major disadvantage of the question box or question card technique is that it lacks spontaneity and the personal relationship of the question to the original questioner, since all questions are often read by the speaker or by a designated person.

Variant uses of this technique are as follows:

- Questions contributed by students or others assist the teacher or speaker to prepare a presentation on a subject that has general appeal.
- Tests can be constructed from the solicited questions.
- Buzz groups can be organized on the basis of categories determined from the solicited questions.

The question box or question card technique is simply another way to obtain information to be presented to a group. It, also, is a teaching strategy which may or may not attract the interest of students. In the end, its value can be determined only by how well the audience responds to the technique and how well the technique is handled by the presenter.

QUESTION BOX
(Cont'd)

Procedures necessary to implementing the question box or question card technique include:

1. Obtaining or preparing question cards of not less than 3" x 5" in size.
2. Obtaining or constructing a question box; or, identifying a person to serve as a "card drop."
3. Specifying an individual to organize cards by categories and arrange questions by level of interest or priorities within categories.
4. Designating an individual to read questions.
5. Explaining the purpose of the question box or question card technique.
6. Encouraging participants to use the question card technique and to write legible and meaningful questions.
7. Allowing time for questions to be written, deposited, and organized for presentation.

SIMULATION

A simulation is a representation of significant or central features of reality which requires the learner to actively participate in an experience rather than merely observe it. In the materials that follow you will find examples of different types of simulation techniques, such as in-basket, equipment, case study, gaming, and role playing. The following description will give you a brief overview of some types of simulations you may want to consider using. While the examples may not apply directly, the embedded idea may be useful.

In-Basket—This type of simulation is a technique used to develop decision-making skills which focuses on a student's ability to set priorities and carry out tasks on that basis. An example of inbasket might be an actual basket placed on a "secretary's" desk which contains:

1. A Letter which the supervisor needs in two hours.
2. A memo to Joe Smith canceling a luncheon appointment.
3. A request that the "secretary" make dinner reservations for the supervisor and his client.

The "secretary" would be required to set up an activity chart outlining the order of the tasks she will perform. At any time the teacher may wish to add another item to the in-basket which requires realignment of priorities. For example:

4. Ask Joe Smith to join the supervisor and his client for dinner.

The in-basket techniques can be an effective means of teaching the real world budgeting of time and performance of tasks.

Equipment — This type of simulation is useful for the instruction of vocational students who will work with equipment in the real world. The design of an equipment simulation must include equipment which requires an operation to be performed in the way it would be in real life. The simulator must be disigned so that the user has essential controls to manipulate. For example, a driving simulator allows the user to react to realistic visual stimuli which he might encounter in actual traffic. Stimuli not central to the experience are deliberately omitted, such as closing the car door, stopping at a gas station, parking in the garage, etc. Another example of equipment simulation is the auto mechanics shop where students work on actual cars under the supervision of their teacher. Malfunction simulators are relatively complicated computerized consoles which allow students to troubleshoot a malfunctioning piece of equipment by pressing buttons to simulate performing a repair task. The computer then feeds back information describing the results of the student's action. The U. S. Department of Defense has used simulation equipment to train personnel to perform many types of tasks including rather elaborate simulation of landing on the moon!

Case-Study — This type of simulation provides a description of a realistic situation which allows a student to consider and resolve a problem as if he were involved personally in the case. The teacher either gives the class a case situation or asks the students to develop one. The student then projects himself into the situation and makes a decision regarding a solution of the case. An example of a case study is:

> John Jones is a salesman who works on a commission basis for a shoe store. He has formed a friendship with another shoe salesman, Joe Smith. Store policy has been that salesmen will take turns waiting on customers. But John's friend, Joe, has started taking all the customers by greeting them as they walk into the store whether it is his turn or not. What would you do if you were John and needed the commission but did not want to lose Joe's friendship?

Gaming is a type of simulation that usually involves competition. Although it has been developed by commercial firms through games, such as "Ghetto," "Ecology," and "Life Career," games may be developed by the teacher for classroom use. Teachers often adapt commercial games or those played on T.V. to their own teaching-learning situations.

An example of a classroom game is: In an employer/employee game, a teacher (employer) might pay students (employees) in play money at the end of a week on the basis of the tasks they perform. The students then draw cards indicating real consumer situations for the use of the money. The object of this type of game is to teach students how to use money in the real world.

Role Playing — Although role playing is a technique in itself, (see explanation of "Role Playing" technique previously explained) it can be considered as a type of simulation experience.

USE OF RESOURCE PERSONS

Typical residents of a school community are valuable instructional resources for a variety of educational purposes. Usually, working members of the community are interesting people, and happy to help in the schools. When information for the learners could be better or more interestingly delivered by a resource person, the following items should be considered.

A. Uses of Resource People

1. To provide students with first-hand knowledge from people in the work setting.
2. To allow students to become aware of different points of view on a problem.
3. To provide students with a person who has specialized knowledge on a topic that is of interest.

B. Preparation Tasks. Contact should be made with a person known to be able to make a good presentation.

1. Contact should be made far enough in advance of the presentation to enable the instructor to plan classroom activities around a convenient time and date for the resource person. Early contact also gives the guest time to prepare a presentation. Ask the speaker to include time for questions.
2. Explain the developmental and psychological level of the learner to the resource person. He can use this type of information as well as information relative to age, grade level, size of class, etc., as a guideline for preparation of the presentation.
3. Give a brief summary of the learners' knowledge on the subject of the presentation.
4. Give the time constraints for the presentation.
5. The resource person should be given any software (worksheets, etc.) that will be used in conjunction with his presentation, as well as an outline or list of questions which describe specifically what his presentation should cover.
6. Describe the media available to the speaker, if needed.
7. A description of the classroom sequence prior to and after the presentation might be helpful. Such a description requires advanced detailed planning.
8. If appropriate, ask the guest speaker to wear the work clothes or uniform necessary for the designated occupation.

USE OF RESOURCE PERSONS
(Cont'd)

9. Acquire background information on the resource person to facilitate a good introduction and/or motivating warm-up session for the learners.

10. If possible, ask a guest speaker who is a relative of one of your students.

11. Assign tasks to students of preparing introductory remarks, meeting the visitor arriving on the school ground, making the physical setting comfortable and appropriate for the speaker's presentation, and writing appropriate thank-you notes.

12. Inform the principal of the date, time, content of presentation, and speaker scheduled. Preferably, this information should be provided verbally as well as in written memorandum form.

13. Discuss listening and interviewing skills with your group of learners.

14. Have a summary session after the resource person's visit to permit students to comment on what they learned.

15. Prepare a written evaluation of the experience and make it available for review before another presentation is scheduled.

The community around our schools contains a limitless number of opportunities for students to learn. Among the community resources available are resource persons. Students seem to respect the opinions of those adult members of the community that take time from their jobs to speak to them. Therefore, wise use of resource persons can enhance almost any classroom instructional guide. Planning and follow-through are essential parts of any classroom methodology and the use of a guest speaker is no exception to the rule.

Grade Level/Subject Area ______________________________ Name ____________________

CAREER EDUCATION INSTRUCTIONAL UNIT

Goals of Unit:

Response to Guideline Questions 1-30	Specific Resources

COMPREHENSION

NAME ______________________

DATE ______________________

TEACHER ______________________

POST-TEST

For each of the Job Clusters listed below, describe each cluster and list at least two (2) jobs in each cluster area:

1. CONSTRUCTION:

   Jobs: a)
   b)

2. MANUFACTURING:

   Jobs: a)
   b)

3. AGRI-BUSINESS AND NATURAL RESOURCES:

   Jobs: a)
   b)

4. MARINE SCIENCES:

   Jobs: a)
   b)

5. ENVIRONMENT:

   Jobs: a)
   b)

6. BUSINESS AND OFFICE:

   Jobs: a)
   b)

7. MARKETING AND DISTRIBUTION:

   Jobs: a)
   b)

8. TRANSPORTATION:

   Jobs: a)
   b)

90

9. PERSONAL SERVICE:

Jobs: a)
b)

10. PUBLIC SERVICE:

Jobs: a)
b)

11. CONSUMER AND HOMEMAKING:

Jobs: a)
b)

12. COMMUNICATION AND MEDIA:

Jobs: a)
b)

13. HOSPITALITY AND RECREATION:

Jobs: a)
b)

14. HEALTH:

Jobs: a)
b)

15. FINE ARTS AND HUMANITIES:

Jobs: a)
b)

OCCUPATIONAL CLUSTER ACTIVITY

1. Review the newspaper want ads covering jobs available from at least three (3) different dates and categorize 20 available jobs into OCCUPATIONAL CLUSTERS and JOB TYPES. In your report state the newspaper title and date of publication. Have your work checked by another student.

2. Select two (2) different occupational clusters, compare them and choose ONE that you think might be suited for you and explain the reasons for your decision in a communications method agreed upon with your teacher.

3. Complete a Personal Cluster Evaluation Checklist on EACH cluster. Compare your total scores on these checklists.

PERSONAL CLUSTER EVALUATION CHECKLIST

Cluster Name ____

Points	Yes	No	
______	___	___	1. Have I had any experience in working on things that might be related to this cluster?
______	___	___	2. Do I know anyone very well who has a job in this cluster?
______	___	___	3. Have I any hobbies or past-times that might relate to this cluster?
______	___	___	4. Do my abilities seem to indicate that I could work well in this cluster?
	________		Sub-Total Points (Yes = 2 points; No = 0 points)
______	___	___	5. Does the general work area of this cluster appeal to me? (If the answer is yes, multiply your previous yes total by 2 for your total score. If your answer is no, move your sub-total score to total score.)
	________		TOTAL SCORE

CAREER EDUCATION ACTIVITIES

Following are some career education techniques that teachers, counselors and other educators can use for implementing career education into activities.

1. Identity Auction List   A list of 60 common statements about school, money, friends, jobs, self, and feelings that are auctioned off to the highest bidders. Useful for learning about values, self, likes, and goals in small group setting.

2. Parent-Child Goals   Parents list three things they want for child in life and three things they think child wants in life. Child lists three things he or she wants in life and three things parent wants for him or her. After doing independently, parents and child compare. Stimulates discussion between parents and children and reveals similarities and differences in aspirations.

3. My Own Creature   Students select a creature to use to portray themselves through to express feelings, plans, likes, interests, etc. May use real or imaginary creatures and portrayed through drama, bulletin board or writing. Allows indirect and less threatening way for some students to share things about themselves.

4. What Did My Teacher Do?   Teacher shares with students the experiences related to work, school, unemployment, frustrations and satisfactions of jobs, etc. prior to becoming a teacher. Helps students see that teachers are human.

5. Learning About The Past   Students visit elderly people in Nursing Homes, Retirement Homes, etc. to find out what their lives were like. Promotes understanding of change, appreciation for elderly and makes the elderly feel good.

6. Job Shadowing   Arrange to spend one day with person on job to observe what actually happens. Student selects what interested in and goes on whatever schedule followed. Promotes real awareness of jobs.

7. Good Old Days   Construct a log cabin as it was built in the past and perform all necessary functions of purchase of materials, drawing plans, measuring, surveying land, furnishings, etc. Involves students in many related subjects such as math, geography, history, foods, drawing, writing and cooperative planning.

8. Geological "Dig"   Study of archaeology made real by actually creating relics, burying them and digging them up by using archaeological techniques. Makes an otherwise little knownoccupation better understood and appreciated. Opportunity for teachers of different subjects to cooperate -- art, science, math, history.

9. Mystery Guest Occupational clue words given out periodically, on bulletin boards or in discussion, related to who visitor will be. Teams may be formed to compete to see who identifies correctly first. Stimulates interest in guests representing different occupations and promotes vocabulary understanding through reading relevant literature.

10. Information Cart Limited vocational information may be shared more easily by placing it on portable cart that can be moved around school.

11. "DJ" Interested students could cut own record or make video tapes of job interviews, self written songs about work, values, or school, and play for class. School could have its own disc jockey who intermixes related career materials with other pop material.

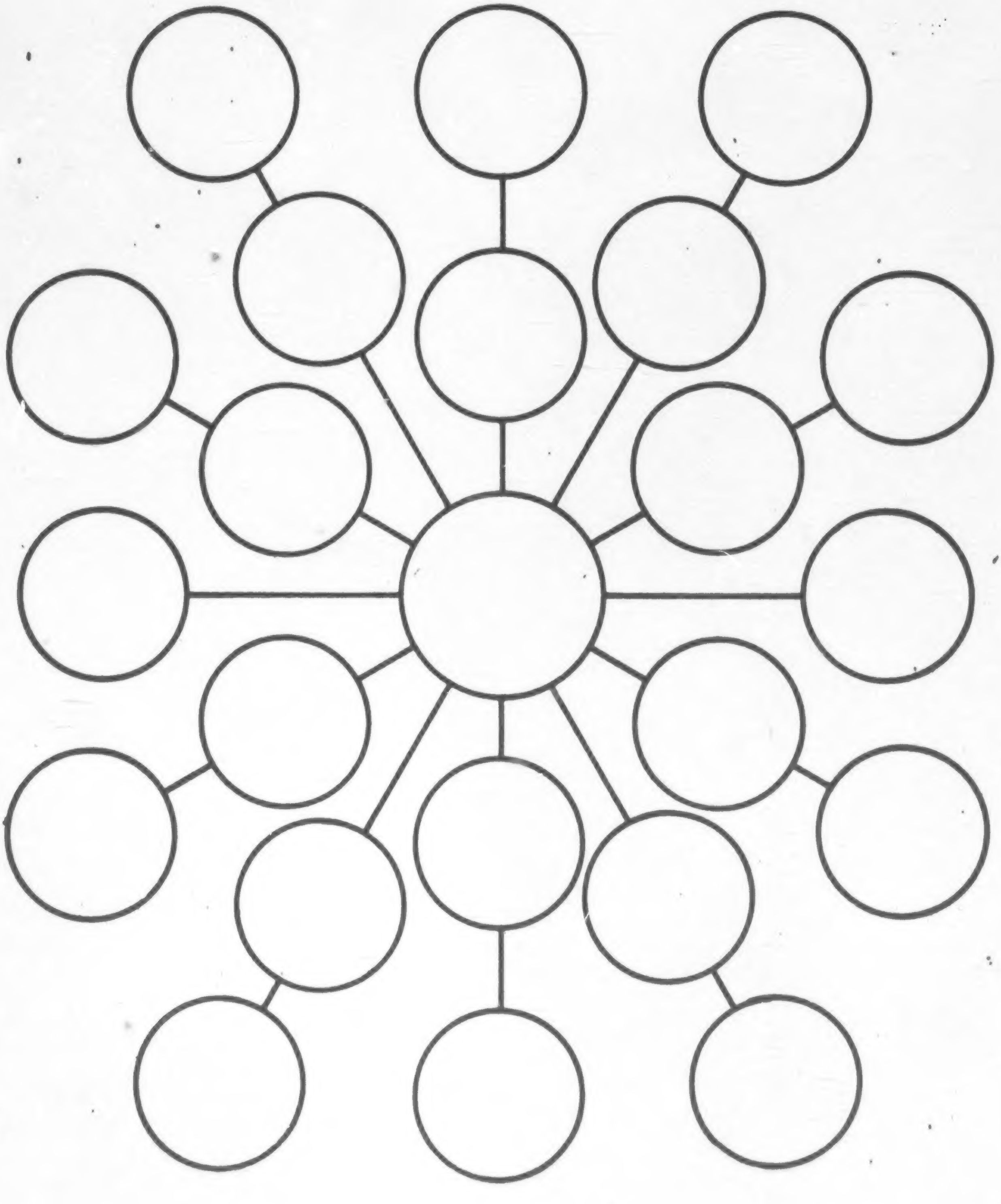
12. Silent Films Make own filmstrips or movies by purchasing outdated surplus film and having students make animated stories related to careers.

13. Parents Bring parents into classes to talk about their work. Develops better understanding of what parents really do on the job and shows diversity of work represented in a class.

14. I Am List statements (30-50) about people that contain items related to their concerns such as friends, school, behavior, looks, skills, etc., and YES NO responses. Examples: I am smart YES NO; I forget what I learn YES NO; I have many friends YES NO. Use in group discussion to prove feelings after group well established.

15. Marcus Welby, M.D. And other distorted occupations as portrayed on television. Have students watch job related television programs and compare how jobs are portrayed with the real facts as gathered from other sources. Will help to eliminate some of the biases and fantasies created through television.

OCCUPATIONS RELATED TO INTEREST AND ABILITY



APPENDIX D

EVALUATION

Name ______________________________
(Optional)

Content Value and Understanding Inventory

The purpose of this inventory is to gain an estimate of (1) the importance you currently place on each of the topics listed and (2) the level of understanding that you believe you currently have of each topic. Your answer will help determine which topics are given emphasis in planning a career education in-service program for you and your colleagues. Please place a check (✓) in the box which best represents your current level of understanding. You do not need to respond to any item you feel reluctant about. All individual responses will remain confidential.

Content Value Inventory

Content Understanding Inventory

almost no value	slight value	considerable value	great value	← In my opinion this topic is of Currently I believe I have the following level of understanding of this topic →	almost no understanding	an elementary understanding	solid understanding	an in-depth understanding
				1. Participant's Preparation for Group Involvement				
				2. The Career Education Movement in Historical Perspective				
				3. Current Educational and Social Characteristics Affecting the Need for Career Education				
				4. Career Education and Society's Need for Decision-Making Skills				
				5. The Career Education Interests of National, State, and Local Agencies				
				6. Collecting and Using Data Pertinent to Student Needs				
				7. Career Development Consideration				
				8. Issues in Career Education				
				9. Career Education Elements, Concepts, Goals, and Outcomes				
				10. Career Education Philosophy, Goals, and Objectives				
				11. Federal and State Career Education Projects				
				12. Implementation Strategies and Programs				

Content Value Inventory | **Content Understanding Inventory**

almost no value	slight value	considerable value	great value	← In my opinion this topic is of Currently I believe I have the following level of understanding of this topic →	almost no understanding	an elementary understanding	solid understanding	an in-depth understanding
				13. Cooperative Relationships in Career Education				
				14. Roles in Career Education				
				15. National Resources for Career Education				
				16. Utilizing Resources at the State Level				
				17. Obtaining Informational Materials				

Pre Test ☐

Post Test ☐

Pre Test ☐

Post Test ☐

QUESTIONNAIRE

The focus of this questionnaire is on the way educators feel about career education in the schools.

Directions: Please read each statement carefully and then circle the response that best expresses your feelings. Each item has the following five-point response scale:

Strongly Agree	5	4	3	2	1	Strongly Disagree

If you strongly agree with the statement, please circle response five (5) for that statement. If you strongly disagree, please circle response one (1). If you neither strongly agree nor strongly disagree, circle response 2, 3, or 4 to indicate where your feelings are in relation to 1 or 5.

Circle one response for each statement:	Strongly Agree 5	4	3	2	1 Strongly Disagree
1. Students should be told about different jobs and job requirements during the study of every subject in every grade.	5	4	3	2	1
2. Students who are good in history should be told about jobs in this field.	5	4	3	2	1
3. Career education should be available to students from kindergarten through grade 12.	5	4	3	2	1
4. Students should hold several kinds of jobs before leaving high school.	5	4	3	2	1
5. Career education should be taught by special career education teachers rather than by regular teachers.	5	4	3	2	1
6. I believe it is more important to work with the entire class than to spend a lot of time with individuals.	5	4	3	2	1
7. I'm convinced that differentiated team teaching is waste of time.	5	4	3	2	1

Strongly Agree 5 4 3 2 1 Strongly Disagree

8. Most local business and professional people would help with a career program in the schools. 5 4 3 2 1

9. There are areas in the school program more important than career education that need our time, money and effort. 5 4 3 2 1

10. Visits from industrial chemists would create more interest in chemistry class. 5 4 3 2 1

11. Courses such as art and music would be damaged by including information about job possibilities in those fields. 5 4 3 2 1

12. Local residents would be eager to visit schools to talk to students about their jobs. 5 4 3 2 1

13. Career education will cost money but will be a saving for society because of an increase in employment 5 4 3 2 1

14. Foreign language teachers should teach about careers in their classes. 5 4 3 2 1

15. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation. 5 4 3 2 1

16. I find that individualized instruction using performance objectives is valuable helping the student succeed. 5 4 3 2 1

17. I teach my classes without assistance and discourage others from helping. 5 4 3 2 1

18. The school guidance department should carry the primary responsibility for career education. 5 4 3 2 1

19. I accept the idea that individualized instruction using performance objectives allows students to experience success more often. 5 4 3 2 1

20. Separate courses on career education would be better than incorporating this subject into existing courses. 5 4 3 2 1

Strongly Agree	5	4	3	2	1	Strongly Disagree

21. The quality of education would be raised by an emphasis on jobs and work. 5 4 3 2 1

22. An effective program of career education would lower the school dropout rate. 5 4 3 2 1

23. Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs. 5 4 3 2 1

24. Students going on to college should not make their career plans while in high school. 5 4 3 2 1

25. I do not work well enough with others to make differentiated team teaching work. 5 4 3 2 1

26. Every high school graduate should be guaranteed either further education or immediate employment. 5 4 3 2 1

27. Every student should have at least one paying job before graduating from high school. 5 4 3 2 1

28. Elementary school would be better if centered around the world of work. 5 4 3 2 1

29. If schools were career-oriented, they would be useful to more students. 5 4 3 2 1

30. The present high school vocational education courses teach students enough about the world of work. 5 4 3 2 1

31. Career education is just another fad that will soon be forgotten. 5 4 3 2 1

32. I regularly use performance objectives with individualized learning experiences to help my students develop to their potential. 5 4 3 2 1

33. I would greatly dislike being a member of a differentiated teaching team. 5 4 3 2 1

34. Career education will be of greater long term value to boys than to girls. 5 4 3 2 1

35. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course. 5 4 3 2 1

Strongly Agree 5 4 3 2 1 Strongly Disagree

36. As part of a teaching team, I could spend more time developing creativity, responsibility, and habits of inquiry in students. 5 4 3 2 1

37. Elementary school is too early for a student to start thinking about career possibilities. 5 4 3 2 1

38. Our local community should pay for career education if the state and federal governments cannot. 5 4 3 2 1

39. I say that differentiated team teaching is asking too much of established teachers. 5 4 3 2 1

40. "Career Education" is another name for vocational education. 5 4 3 2 1

7

WORKSHOP EVALUATION

1. The content of this inservice program was:
   Very Adequate 5 4 3 2 1 Not Adequate
   Comments: ______________________________
   ____

2. The inservice program has helped clarify my understanding of career education.
   Strongly Agree 5 4 3 2 1 Strongly Disagree
   Comments: ______________________________
   ____

3. The inservice program has helped me prepare for my role in career education.
   Strongly Agree 5 4 3 2 1 Strongly Disagree
   Comments: ______________________________
   ____

4. How adequate were the handouts in providing useful information?
   Very Adequate 5 4 3 2 1 Not Adequate
   Comments: ______________________________
   ____

5. How useful were the resource persons used in presenting career education information? Very Useful 5 4 3 2 1 Not Useful
   Comments: ______________________________
   ____

6. How helpful were the field trips?
   Very Helpful 5 4 3 2 1 Not Helpful
   Comments: ______________________________
   ____

7. How adequate was the length (6 meetings) of the workshop?
   Very Adequate 5 4 3 2 1 Not Adequate
   Comments: ______________________________
   ____

8. Was meeting right after school an appropriate time?
   Very Appropriate 5 4 3 2 1 Not Appropriate
   Comments: ______________________________
   ____

9. How adequate was the time allowed for working on developing your instructional strategies? Very Adequate 5 4 3 2 1 Not Adequate
   Comments: ______________________________
   ____

10. Overall, how would you rate the quality of the workshop?
   Very Good 5 4 3 2 1 Very Poor
   Comments: ______________________________
   ____

11. Please specify any other way(s) in which you feel future workshops of this type could be improved.

CAREER EDUCATION ACTIVITY LOG

TEACHER'S NAME ________________________________ WEEK OF ____________

SCHOOL ____

SUBJECT AREA ____

GRADE LEVEL (circle) K 1 2 3 4 5 6 7 8 9 10 11 12

GOAL AREA(S) (circle) SELF WORK WORLD PLANNING & PREP.

Use Reverse Side If Needed

DESCRIPTION OF ACTIVITY:

MATERIALS USED:

COMMUNITY RESOURCES USED: (List names/places of guest speakers, field trips, parents, etc.)

EVALUATION OF OUTCOMES:

COMMENTS:

TO:____BLDG. PRIN. ____C.ED DIR.

105

Oshkosh Area School District

COMMUNITY RESOURCE GUIDE

Schools
Community

1976

COMMUNITY RESOURCE GUIDE

OSHKOSH AREA SCHOOLS

1976

Developed under Federal Grant No. G007502309

INTRODUCTION

This publication is the result of a survey of local businesses and industries during 1975-76. It contains listings of available community resources, including field trips, guest speakers and job categories.

During 1976-77, the second year of the Career Education Project, the Resource Guide will be updated and expanded.

Use of the Community Resource Guide

It is expected that this guide will serve a useful purpose to counselors, teachers, and students in career investigation and selection.

Field Trips: Teachers are asked to observe the following procedures:

1. Make arrangements directly with the employer. If you prefer to arrange through the assistance of the Career Education Office, call 235-8750, extension 47.

2. Clear the field trip through the building principal.

Guest Speakers and Resource Materials: Keep a brief log of activities and resources throughout the year.

Evaluation

In order to evaluate the amount of career education activity involving the use of the Community Resource Guide, a survey will be conducted near the end of the school year.

TABLE OF CONTENTS

Page

Aeroceanic Motors Corp. 1

All Plate Inc. 2

Arrowhead Conveyor Co. 3

Badger Lumber & Mfg. Co. 4

Badger Oldsmobile Co., Inc. 5

Baker Paper Co. 6

Berger Sausage Co. 7

Block Iron & Supply Co. 8

C-E Morgan 9

Carolina Soap & Candle Makers Co. 10

Castle-Pierce Printing Co. 11

Century-Fox Co. 12

Consolidated Stations, Inc. 13

Cook & Brown, Inc. 14

Credit Bureau Services of Oshkosh, Inc. 15

Duffy Meyer Insurance Co. 16

Duo-Safety Ladder Corp. 17

Enterprise Steelfab, Inc. 18

First Wisconsin National Bank of Oshkosh 19

Georgia-Pacific Corp. 20

Guernsey Dairy Co. 21

Hoffmaster Co., Inc. 22

Hrnak's Flowerland 23

TABLE OF CONTENTS (continued)

Page

H. D. Hudson Mfg. Co. 24

Jay Mfg. Co. 25

Johnson Foods, Inc. 26

K-Mart 27

Kentucky Fried Chicken (Tudor House Restaurant) 28

Klein-Dickert 29

Leach Company 30

Frank Leach Hardware Co. 31

Lenox Candles, Inc. 32

Lueck's Home Improvements 33

Mars Restaurants Inc. 34

Medalist Automated Machinery 35

Mercury Marine Plant 5 36

Mercy Medical Center 37

Mondl Mfg. Corp. 38

Muza Metal Products Corp. 39

C. A. Neuburger Co. 40

Oaks, Inc. 41

Old Orchard Candles, Inc. 42

Oshkosh B'Gosh, Inc. 43

Oshkosh Daily Northwestern 44-45

Oshkosh Mfg. Corp. 46

Oshkosh Marine Supply Co. 47

Oshkosh Ready-Mix Co. 48

110

TABLE OF CONTENTS (continued)

Page

Oshkosh Savings & Loan Ass'n 49

Oshkosh Truck Corp. 50

Pepsi-Cola Bottling Co. of Oshkosh Inc. 51

Pine-Ihrig Machine Co. 52

Pluswood, Inc. 53

Rockwell International 54

SNC Mfg. Co., Inc. 55

Sawyer Street Super Valu 56

Seefeld Funeral Home, Inc. 57

Seven-Up Bottling Co. of Oshkosh 58

Sorgel Electric Corp. - Subsidiary of Square D Co. 59

Tech/Services, Inc. 60

Thill, Inc. 61

Triangle Mfg. Co. 62

Tudor House Restaurant (see Kentucky Fried Chicken) 28

United States Army 63

United States Marines 64

Universal Foundry Co. 65

University of Wisconsin - Oshkosh 66

Valley Banks 67

Western State Bank 68

Wisconsin Public Service Corp. 69

Wisconsin Screw Products Corp. 70

Wisconsin Telephone Co. 71

111

AEROCEANIC MOTORS CORP.
339 W. 20th Ave.
Oshkosh, Wisconsin 54901

231-4560

1. **Principal Items Manufactured:**

Electric, gas-gasoline, diesel generator plants; marine engines, gas, diesel engine driven self-priming centrifical pumps.

2. **Field Trips and Guest Speakers**

Field trips are available for middle school students, high school students, and faculty, maximum groups of 10, twice a year. The best time of the year is fall, on Tuesday or Wednesday afternoons at 1:30. The tour would last one-half hour and assembly lines, product testing, machine shop and stock room would be observed.

There are no guest speakers available.

For further information contact Mr. Elmer Jischke, Vice President of Manufacturing.

3. **Types of Positions and Duties**

Stock clerk, spray painter, shipping and receiving clerk, mechanic, assembly worker, welders, toolmaker, quality control tester, draftsmen, enginners, secretarial staff, salesmen

4. **Company Resource Materials**

None available

5. **Employment:** 25

ALL PLATE INC.
510 W. 8th Avenue
Oshkosh, Wisconsin 54901

231-5170

1. **Principal Items Manufactured:**

Electroplating Chromium, Zinc

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, in groups of ten, once a month. The tour would take approximately one-half hour in which different plating processings, chemical baths and zinc and chrome plating would be observed.

Mr. Rod Chase, president, is available as a guest speaker to high school students.

For further information contact Mr. Chase.

3. **Types of Positions and Duties**

Individuals must be responsible, have a good attitude and be willing to work, neat, clean, alert.

Entry Level Position: Electroplater

Skilled and Technical: Secretary, truck driver, foreman

4. **Company Resource Materials**

None available

5. **Employment**: 9

ARROWHEAD CONVEYOR COMPANY
3255 Medalist Drive
Oshkosh, Wisconsin 54901

235-5562

1. Principal Items Manufactured:

Custom-made conveying equipment

2. Field Trips and Guest Speakers

Field trips are available for elementary, middle, and high school students, maximum groups of 40, twice a year, on Wednesday or Thursday. The tour would last one hour and manufacturing, assembly, drafting, and shipping would be observed.

Mr. Dave Wolfe, Personnel Manager, is available as a guest speaker to middle school and high school students (economics, business) on Wednesday or Thursday afternoons.

For further information contact Mr. Wolfe.

3. Types of Positions and Duties

Entry Level: General assembly - drill press, grinding, etc.

Skilled & Technical: Welders, machinists, drafting, secretarial

Professional: Engineer, purchasing, personnel

4. Company Resource Materials

Advertising brochures and display are available

5. Employment: 128

BADGER LUMBER & MANUFACTURING CO.

(Division of Dearborn Co., Chicago, Illinois)
234 Campbell Road
Oshkosh, Wisconsin 54901

231-9250

1. Principal Items Manufactured:

Household Furniture

2. Field Trips and Guest Speakers

Field trips are available for middle school students, high school students, and faculty, in groups of 15, three to four times a year. The tour would take 30-40 minutes in which various activities of woodworking (machining, planing, sanding, assembling, finishing and packaging) would be observed.

Mr. Dave Witte, Sales Manager, is available as guest speaker to middle school and high school students.

For further information contact Mr. Tom Ginsberg, General Manager.

3. Types of Positions and Duties

Entry level: Sub-assemblers, sanders, packagers, borer and Off borer

Skilled & Technical: Semi-truck driver, woodworking, machine operator, spray finisher, finisher, assembler

Professional: Plant manager, personnel director, supervisors

4. Company Resource Materials

None available

5. Employment: 113

BADGER OLDSMOBILE CO., INC.
700 N. Main St.
Oshkosh, Wisconsin 54901

235-2202

1. **Principal Functions:**

New and Used Car Sales and Service

2. **Field Trips and Guest Speakers**

Field trips are available for high school power mechanic class students and faculty in which various garage work, body shop, and paint work might be observed.

There are no guest speakers available.

For further information contact Mr. Robert Neitzel, President and Manager.

3. **Types of Positions and Duties**

When openings occur, they are advertised through Oshkosh Daily Northwestern or Employment Office.

Skilled & Technical Position: Mechanic

4. **Company Resource Materials**

None available

116

BAKER PAPER COMPANY
36 Broad Street
Oshkosh, Wisconsin 54901

231-5050

1. Principal Items Manufactured & Distributed:

School, Office, Commercial and Janitor Supplies

2. Field Trips and Guest Speakers

None available

3. Types of Positions and Duties

Entry Level: Shipping clerks, wrappers, stockpersons

Skilled & Technical: Printing foreman, office manager, salesmen (located in several states), billing clerk, order clerks, steno-secretaries, bookkeeper, cutting machine operators

Professional: Executive sales manager

4. Company Resource Materials

Displays may be available in fall of 1976

5. Employment: 20

BERGER SAUSAGE COMPANY
656 N. Main St.
Oshkosh, Wisconsin 54901

231-2350

1. **Principal Items Manufactured:**

Sausage, Custom Cut Meats - Retail & Wholesale

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, in groups of 15, Wednesdays, from September 15 to April. The tour would take 30 minutes in which the making of hot dogs, sausage, etc. and the smoking of sausage could be observed.

Mr. Cliff Berger, owner, would be available on Wednesdays at certain times of the year as a guest speaker to classes having an interest in sausage making.

For further information contact Mr. Berger.

3. **Types of Positions and Duties**

Entry Level: Clerk, shipping clerk, truck drivers

Skilled & Technical: Sausage maker, meat cutters (apprenticeships)

Professional: Driver-Salesman

4. **Company Resource Materials**

None available

5. **Employment:** 16

BLOCK IRON & SUPPLY COMPANY
(Division of Sadoff & Rudoy Industries)
36 E. 10th Ave.
Oshkosh, Wisconsin 54901

231-7200

1. **Principal Items Manufactured:**

Warehousing and sales of contractor, industrial, building, steel doors and frames and hardware supplies. Steel warehouse.

2. **Field Trips and Guest Speakers**

There are no field trips or guest speakers available.

* They would be willing to have their plant operation videotaped.

For further information contact Mr. Ben Borsuk, General Manager.

3. **Types of Positions and Duties**

Entry level: Warehouse laborers, scrap iron laborers, truck drivers.

Skilled & Technical: Welders and Cutters

Professional: Hardware Manager, door & frame manager, shop foremen

4. **Company Resource Materials**

None available

5. **Employment**: 38

* Videotape

C-E MORGAN
(A Division of Combustion Engineering, Inc.)
601 Oregon Street
Oshkosh, Wisconsin 54901

235-7170

1. **Principal Items Manufactured:**

Doors, Sash, Entrances, Stairwork, Blinds, Mantels & China Cabinets, Gable Louver & Sash Units and Modular Building Systems

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, groups of 20 maximum, mornings, four times during the school year. There are three tours available: Advertising & Marketing Dept., Factory, and Office. The tours would last 2 - 2½ hours.

Guest speakers are available, mornings, Tuesday through Thursday, for high school students.

For further information contact Sharon Attoe, Supervisor of Employment Relations.

3. **Types of Positions and Duties:**

Entry Level: Counter sales clerk, order entry clerk, machine operators - wood

Skilled & Technical: Special machine operators, key punch operators, budget-cost clerk, accounts payable clerk, credit and collection clerk, timekeeping clerk, timekeeping/payroll leader, computer operator

4. **Company Resource Materials**

Displays are available

5. **Employment**: 523

THE CAROLINA SOAP & CANDLE MAKERS CO.
2660 Oregon Street Rd.
Oshkosh, Wisconsin 54901

233-7700

1. Principal Items Manufactured:

Soaps, Candles, Toiletries and Decorative Accessories

2. Field Trips and Guest Speakers (same information as Lenox Candles)

Field trips are available for middle school students and high school students, groups of 20 or less, with two to three weeks prior notice. Various activities observed on the tour could include: manufacturing, office, computer operations, laboratory, customer service and product development.

There are no guest speakers available.

For further information contact Mr. James Schultz, Vice President of Manufacturing, or Mr. H. H. Goucher, President.

3. Types of Positions and Duties: (same information as Lenox Candles)

Entry level: Line workers, maintenance, clerical, secretarial (shortage of qualified secretaries with shorthand)

Skilled, Technical or Professional: Chemists, product planning and development, supervisors, computer programmer, production scheduling, engineers, marketing, design, sales management, accountants

4. Company Resource Materials

5. Employment: 120

121

CASTLE-PIERCE PRINTING COMPANY
2247 Ryf Road
Oshkosh, Wisconsin 54901

235-2020

1. Principal Items Manufactured: Catalogs, Direct Mail Advertising, Commercial Printing, Annual Reports, Calendars

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty, in two groups of 12 maximum, once a month, any day except Friday. The tour would take 45 minutes in which the manufacturing of printing materials, plate making, photography, printing binding, could be observed.

Guest speakers are also available to high school students after 9:30 a.m. Monday through Thursday. Be specific in request regarding topic.

For further information contact Mr. William Castle, Jr., General Manager.

3. Types of Positions and Duties

Entry Level: Skilled workers develop at lower levels of skilled categories

Skilled & Technical: Pressmen, plate maker, typesetters, binders, Clerical persons

Professional: Salesmen, estimator

4. Company Resource Materials

Printed Materials will be available in fall of 1976

5. Employment: 45

CENTURY-FOX CO.
422 Marion Road
Oshkosh, Wisconsin 54901

231-4255

1. **Principal Items Manufactured:**

Hydraulic Pumps, Motors, Valves

2. **Field Trips and Guest Speakers**

There are no field trips or guest speakers available

3. **Types of Positions and Duties**

Examples of various positions are: Secretarial, bookkeeping painting, lathe operator, milling machine operator, drill press operator, wire welder, grinding

4. **Company Resource Materials**

None available

5. **Employment:** 7

CONSOLIDATED STATIONS, INC.
2127 Jackson
Oshkosh, Wisconsin 54901

231-5160

1. **Principal Functions:**

General Offices for Sales of Gasoline and Motor Oils

2. **Field Trips and Guest Speakers**

Field trips are available for no more than five high school students, twice a year. The tour would take approximately ten minutes in which their data processing system would be observed.

Mr. Ed Heydinger, Oil Industry Expert in the field of economics, is available as a guest speaker to high school students, anytime.

For further information contact Mr. Robert Starkey, Vice President and General Manager.

3. **Types of Positions and Duties**

Entry Level: Service station attendants

Skilled & Technical: Secretary, Keypunch Operator, Stenographer, Clerk-typist

Professional: Sales Managers, Controllers, Supervisors

4. **Company Resource Materials**

Audio Visual: Film on data processing

Printed materials are also available

COOK & BROWN, INC.
2950 Bradley Street
Oshkosh, Wisconsin 54901

235-0300

1. **Principal Items Manufactured:**

Reinforcing steel, ready mixed concrete

2. **Field Trips and Guest Speakers**

Field trips are available two to three times a year for only high school business education students and teachers, group size 2-5 (including teacher). The tour would last one-half hour and computerized accounting system and other business machines could be observed.

There are no guest speakers available.

For further information contact Mr. Joseph Butcher.

3. **Types of Positions and Duties**

Young person must have basic skills of math, reading, writing and spelling.

Entry Level: Truck driver (background in mechanics), steel yard worker

Skilled & Technical: Draftsman, accounting machine operator, bookkeeper

4. **Company Resource Materials**

None available

5. **Employment**: 25

CREDIT BUREAU SERVICES OF OSHKOSH, INC.
105 Washington Avenue
Oshkosh, Wisconsin 54901

231-0550

1. **Principal Functions:**

Credit Filing and Reports (150,000 files; 50,000 active)

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, in groups of ten, once a month, mornings. The tour would last 30 minutes and various credit filing and reporting procedures could be observed.

Guest speakers are available from Monroe, Wisconsin.

For further information contact Mr. Herbert Nolte, President.

3. **Types of Positions and Duties**

Employees must be able to write, spell and file. Typing accuracy is important. Sales and marketing background helpful.

Entry level positions consist of file clerks, file investigators. Skilled positions consist of collectors.

4. **Company Resource Materials**

Slide presentations available: "The Credit Generation"
"The Generation Gap"
"Living Under the Fair Credit Reporting Act"

Brochures are also available.

DUFFY MEYER INSURANCE COMPANY
2211 Oregon Street
Oshkosh, Wisconsin 54901

235-3450

1. Principal Line of Business

Insurance

2. Field Trips and Guest Speakers

Field trips are not available.

Mr. Jay Meyer, Mr. Jim Meyer, and others are available as guest speakers to high school students on personal life insurance, pensions and all phases of insurance work.

For further information contact Mr. Duffy Meyer, President.

3. Types of Positions and Duties

Entry level positions: General office work

Skilled & Technical: Secretarial, commercial department, claims department, health and accident department

Professional: Personnel department

4. Company Resource Materials

None available

DUO-SAFETY LADDER CORP.

513 W. 9th Avenue
Oshkosh, Wisconsin 54901

231-2740

1. **Principal Items Manufactured:**

Wood & Aluminum Fire Ladders, Wood & Aluminum Industrial Ladders

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, groups of 15 or less, Tuesday or Wednesday mornings (10:00) during the winter months. The tour would take one hour and the manufacturing of aluminum and wood ladders would be observed.

There are no guest speakers available.

For further information contact Mr. Phil Schwab, Vice President.

3. **Types of Positions and Duties**

Entry Level: Laborers, Clerical workers

Skilled & Technical: Secretarial, welders (semi-skilled)

Professional: Management

4. **Company Resource Materials**

Duo-Safety Aluminum and Wood Fire Ladders Catalog is available from Job Placement Director's office.

5. **Employment**: 55-60

ENTERPRISE STEELFAB, INC.
122 W. 7th Avenue
Oshkosh, Wisconsin 54901

235-1250

1. Principal Items Manufactured:

Electric Heating Units

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty, in groups of ten, once a month. The tour will take one-half to one hour and the following could be observed: sawing, bending, beveling, roll beading, welding, shearing, coping, notching, punching, bibbling, slotting, louvre cutting, circular flanging, flame cutting, drilling, threading, tapping, turning, facing.

Mr. Mike Lang and Mr. Armin Reschenberg are available as speakers to middle school and high school students, Monday through Friday afternoons.

For further information contact Mr. Armin Reschenberg, Vice President.

3. Types of Positions and Duties

Fundamental trigonometry, mathematics, and practical application of physics are used and better communication is needed.

Entry Level Positions: Laborers, custodians

Skilled and Technical: Lead or supervision, fabricators, welders, machinists, flame cutters, painters, engineering aides, office personnel

4. Company Resource Materials

Displays, photos, product literature and brochures are available

5. Employment: 34

FIRST WISCONSIN NATIONAL BANK OF OSHKOSH

111 N. Main Street
Oshkosh, Wisconsin 54901

424-4200

1. **Principal Services**

Banking Services

2. **Field Trips and Guest Speakers**

Field trips are available for elementary (groups of 30), middle school students, high school students, and faculty in groups of 12-15. Specify if group is larger and more help would be available. The tour is available on Tuesday or Thursday, 9:30 A.M. or 2:00 P.M. and would take 30 minutes to one hour in which banking operations would be observed.

Contact Val Hettenhaus for further information on field trips at 424-4160.

The following guest speakers are available to middle school and high school students:

Arline Sitter, Vice President of Personal Banking	424-4305
Patricia Duex, Manager of North Side Office	424-4342
Richard Bergstrom, Installation Loan Officer	424-4255
Jack Plummer, Head of Marketing Department	424-4160

3. **Types of Positions and Duties**

Entry level: File clerk, proof machine operator, stenographer, teller

Skilled & Technical: Bookkeeper, secretary

Professional: College degree required for officers of bank and lending area

4. **Company Resource Materials**

American Banking Association - movies, film strip/displays

(would require time to receive these)

5. **Employment** : 135

GEORGIA-PACIFIC CORPORATION
PACKAGING DIVISION - OSHKOSH
413 E. Murdock Avenue
Oshkosh, Wisconsin 54901

231-9910

1. Principal Items Manufactured:

Corrugated Shipping Containers

2. Field Trips and Guest Speakers

Field trips are available for faculty, group size 8-10 anytime from 7:00 a.m. to 3:00 p.m. The tour would take approximately one hour in which the manufacture of corrugated boxes would be observed.

The following guest speakers are available to middle school and high school students on subjects of business and free enterprise.

Mr. John Dyer, General Manager
Mr. Jack Mitchell, Assistant General Manager

Possibly a speaker from their corporation headquarters could be available for larger presentation.

For further information contact Mr. Jack Mitchell.

3. Types of Positions and Duties

Specialized fields require one day to six months on-the-job training. Examples of some positions are: General labor (semi-skilled), small office staff, salesmen, management

4. Company Resource Materials

Audio-Visual: Film on Georgia-Pacific describing organization

Printed Materials are available and upon request could be added to mailing list which is published quarterly. (Job Placement Director has one copy of different various brochures)

5. Employment: 59

GUERNSEY DAIRY COMPANY
206 State Street
Oshkosh, Wisconsin 54901

235-0520

1. **Principal Items Manufactured:**

   Fluid Milk

2. **Field Trips and Guest Speakers**

   There are no field trips available.

   The best speaker in this area would be the County Agent.

3. **Types of Positions and Duties**

   There is very little turnover in this company. Various positions are: plant work, route work, and office work.

4. **Company Resource Materials**

   None available

5. **Employment:** 35

132

HOFFMASTER COMPANY, INC.
2920 N. Main St.
Oshkosh, Wisconsin 54901

235-9330

1. **Principal Items Manufactured:**

Paper Specialties

2. **Field Trips and Guest Speakers**

Field trips are available for middle school students, high school students, and faculty (very strong for faculty field trips), maximum groups of 30, twice a month, before 3:00 p.m. The tour would take one hour and various office procedures, manufacturing and production of paper products, graphic arts could be observed.

Guest speakers are available for middle school students, and high school students with prior contact. Be specific in request regarding subject.

For further information contact Mr. Tom Shoemaker, Vice President of Operations, and Personnel.

3. **Types of Positions and Duties**

Entry level: Hired as unskilled and work up. Clerks, typists, traffic, machine workers, mechanics.

Skilled & Technical: Production Manager, Graphic Arts Director, Office Executive secretary.

Professional: Salesmen (all college graduates), Personnel

4. **Company Resource Materials**

Audio-Visual: Displays and slides on introduction for new employees are available.

Various printed materials are available.

Mailing List - available to Sales & Marketing Teachers fall 1976

5. **Employment:** 210

HRNAK'S FLOWERLAND

1307 W. 9th Avenue
Oshkosh, Wisconsin 54901

231-6460

1. Principal Items Manufactured:

Flower arrangements, greenhouse

2. Field Trips and Guest Speakers

Field trips are available for elementary school students and faculty, afternoons, once a week. The best time of the year for observing is at Christmas (Nov.-Dec.) and April-May. The tour would take 20 minutes.

There are no guest speakers available.

For further information contact Mr. Dave Geurden, manager.

3. Types of Positions and Duties

Entry Level Position: Sales clerk, deliverys, general duties green house worker.

Skilled & Technical: Floral Designer Arranger, Clerical worker

Professional: General Manager, Retail Shop Manager, Greenhouse Manager

4. Company Resource Materials

None available

5. Employment: 25

H. D. HUDSON MANUFACTURING COMPANY
106 E. Tennessee Ave.
Oshkosh, Wisconsin 54901

231-0770

1. Principal Items Manufactured:

Power Sprayers, Live Stock Equipment

2. Field Trips and Guest Speakers

Field trips are available for faculty only, groups of 10-15, twice a year. The tour would take 1 to 1½ hours and the production of power and portable sprayers used for insecticides and herbicides, pump dusters, and livestock tanks could be observed.

There are no guest speakers available.

For further information contact Mr. Willard Janke, Manager.

3. Types of Positions and Duties

Entry level: Clerical, drill press operator, punch press operator, assemblers.

Skilled & Technical: Machinist, tool & die maker, draftsman, welders, bookkeepers

Professional: Engineers, accountants, business administration

4. Company Resource Materials

None available

5. Employment: 36

JAY MANUFACTURING COMPANY
2015 Dickinson Avenue
Oshkosh, Wisconsin 54901

235-1770

1. Principal Items Manufactured:

Industrial Sheet Metal Job Shop: Proto-type parts distributed world-wide.

2. Field Trips and Guest Speakers

There is a possibility of field trips and activities that could be observed are: sheering, punching, press, spot welding, mig welding, painting, machine operating.

Mr. David Jameson is available as a guest speaker for all levels. For further information contact him at 235-1770.

3. Types of Positions and Duties

Workers should have ambition, good attitude and blueprint reading. Math is important and trigonometry would be helpful.

Entry level position: Machine operator

Skilled & Technical: Secretary, salespersons, foreman

4. Company Resource Materials

Brochures are available (Job Placement Director has one copy)

5. Employment: 8

JOHNSON FOODS, INC.
2815 Oregon Street
Oshkosh, Wisconsin 54901

235-2770

1. Principal Items Manufactured:

Potato Chips, Fresh Salads, Salad Dressings, Chili Soup

2. Field Trips and Guest Speakers

Field trips are available for middle school students, high school students, and faculty in groups of 30, 4 - 6 times a year in fall and early spring. The tour would last 45 - 60 minutes and the processing and packaging of various snacks and convenience foods would be observed.

Mr. Dennis Elmer is available as a guest speaker to middle or high school students, Tuesday, Wednesday, or Thursday afternoons; or he will arrange for other speakers on topics of making potato chips, sales, food service.

For further information contact Mr. Dennis Elmer, Manager of Purchasing and Food Service.

3. Types of Positions and Duties

Entry Level: Sales, warehouse (shipping and receiving), food service - frying, preparing, cooking and packaging various food items, janitorial, repair and maintenance

Skilled & Technical: Prefer machine repairmen to have training or previous experience, but not necessary.

4. Company Resource Materials

Displays are in the process of being planned

5. Employment: 46

K-MART
900 N. Koeller
Oshkosh, Wisconsin 54901

233-3424

1. Principal Line of Business

(S. S. Kresge Co.) a general merchandising company, is the third largest retail sales company in the United States.

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty in groups of 30, Tuesday through Thursday, anytime except December and Easter time. The tour would take 1-1½ hours in which the activities of a discount department store would be observed.

Mr. Donald Bandelow is available as a guest speaker to high school students, faculty, and possibly middle school students.

For further information contact Mr. Bandelow.

3. Types of Positions and Duties

Promotions are based on merit, not on seniority. Earnings are in direct relation to willingness and ability to accomplish assignments. With few exceptions, all management promotions are made from people within the company.

Entry level: Clerks: floor, stockroom, cashier

Skilled & Technical: Mechanics, secretarial

Professional: Management, Business Administration

4. Company Resource Materials

Audio Visual: Film on K-Mart available in West High School

Printed Material: Management Trainee Program available from K-Mart

KENTUCKY FRIED CHICKEN
900 N. Main Street
Oshkosh, Wisconsin 54901

233-3161

1. **Principal Items Manufactured:**

Franchise restaurant for Kentucky Fried Chicken, Beef & Ham

2. **Field Trips and Guest Speakers**

Field trips are available for elementary, middle, and high school students, anytime of year, in which a restaurant in operation would be observed.

There are no guest speakers available to schools but the manager of the restaurant speaks to the students when they tour the restaurant.

For further information contact Mr. Mike Twohig, President.

3. **Types of Positions and Duties**

Employees must be 16 years old. Examples of some positions are: Cooks, counter girls, dishwashers, general kitchen work, cashiers.

4. **Company Resource Materials**

None available

Note: Mr. Twohig also has the Tudor House Restaurant, 910 N. Main St., and same information as the above applies to it.

KLEIN-DICKERT
2010 Dickinson
Oshkosh, Wisconsin 54901

233-3333

1. **Principal Functions:**

Commercial Painters, Glazier, Retail Outlet

2. **Field Trips and Guest Speakers**

Field trips are available for Vocational Education Faculty, only.

There are no guest speakers available.

For further information contact Mr. Donald Paske, President.

3. **Types of Positions and Duties**

Attitude is a major reason for not succeeding at Klein-Dickert. Management is filled from within. 70 people on payroll.

Entry Level Positions: General shop worker, truck driver, electrostatic painter, spray painter, wallpaper hanger, glass fabricator, metal fabricator, glazier, painter.

Skilled & Technical: Expeditor, billing clerk, costing clerk, typist, file clerk, retail store clerk, draftsperson, glass estimator, paint estimator, paint contract expeditor, safety glass salesmen, glass contract salesmen, glass jobbing salesmen.

Professional: Credit manager, office manager, general manager, glass manager, paint department general manager.

4. **Company Resource Materials**

A limited number of brochures are available.

5. **Employment:** 70

LEACH COMPANY
2737 Harrison Street
Oshkosh, Wisconsin 54901

231-2770

1. **Principal Items Manufactured:**

   Refuse Collection Bodies, Pole Line Construction Tools (95% of their products are designed and manufactured here)

2. **Field Trips and Guest Speakers**

   Field trips are available for middle school, high school students, and faculty in groups of 10-15, four times a year. Three guides are usually involved with the tour in which raw steel to finished product and also wood product production could be observed.

   Guest speakers are available to elementary, middle, and high school students anytime during the week.

   For further information contact Mr. Les Heruth, Personnel Manager.

3. **Types of Positions and Duties**

   Entry Level Positions: Stock handler, trucker, drill press operator, assemblers, phone operator, and tester.

   Skilled & Technical: Metal fabricator, machinists, welders, auto mechanic, wood worker, general office, production control

   Professional: Engineering, Product & Industrial Personnel

4. **Company Resource Materials**

   Sales oriented films are available and also various printed materials including a coloring book.

5. **Employment**: 287

FRANK LEACH HARDWARE COMPANY

611 S. Main Street
Oshkosh, Wisconsin 54901

235-3360

1. Principal Items Manufactured:

Fabricated Metal Products, Engine Hoods, Fenders, Battery Boxes, Fuel Tanks, Guards, etc. Component parts for other manufacturers.

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty, groups of 10, as many times a year as desired. The tour would take 30 minutes in which shearing, punching and forming would be observed.

Mr. Kenneth Watts, President, is available as a guest speaker to high school students.

For further information contact Mr. Watts.

3. Types of Positions and Duties

Entry level: General Laborers, grinders, riveters

Skilled & Technical: Punch press, shearing, press brake, welding, tungsten arc (metal wire, steel, aluminum) spray painters

Professional: President, sales manager, vice-president, plant manager, production, secretary-accountant

4. Company Resource Materials

None available

5. Employment: 11

LENOX CANDLES, INC.
SUBSIDIARY LENOX, INC.
627 Bay Shore Dr.
Oshkosh, Wisconsin 54901

231-9620

1. Principal Items Manufactured:

Candles - Commercial and Decorative

2. Field Trips and Guest Speakers

Field trips are available for middle school students and high school students, groups of 20 or less, with two to three weeks prior notice. Various activities observed on the tour could include: manufacturing, office, computer operations, laboratory, customer service and product development.

There are no guest speakers available.

For further information contact Mr. James Schultz, Vice President of Manufacturing.

3. Types of Positions and Duties:

Entry level: Line workers, maintenance, clerical, secretarial (shortage of qualified secretaries with shorthand)

Skilled, Technical or Professional: Chemists, product planning and development, supervisors, computer programmer, production scheduling, engineers, marketing, design, sales management, accountants

4. Company Resource Materials

Annual reports are available (Job Placement Director has one copy)

5. Employment: 360

NOTE: See also The Carolina Soap & Candle Makers Company

LUECK'S HOME IMPROVEMENTS
706 S. Main Street
Oshkosh, Wisconsin 54901

235-0106

1. **Principal Function:**

Home Improvements

2. **Field Trips and Guest Speakers**

Field trips are available for faculty in groups of ten. Show-room type operation related to various aspects of home improvements - remodeling, fireplaces, additions, siding, etc. would be observed on the tour.

There are no guest speakers available.

For further information contact Mr. Carl Lueck, President.

3. **Types of Positions and Duties**

Entry Level: Clerical, sales, applicators-installers, maintenance

Skilled & Technical: Carpenters, secretarial

4. **Company Resource Materials**

None available

MARS RESTAURANTS INC.

123 Snell Rd.
Oshkosh, Wisconsin 54901

233-7870

1. Principal Line of Business

22 Fast-Service Restaurants, Three Discotheques, and Baxters Beef & Pizza

2. Field Trips and Guest Speakers

Field trips are available to one of Mars Restaurants for elementary, middle, high school students and faculty in groups of 15, anytime between 2:00 and 4:00. The tour would take 30-45 minutes in which food preparation would be observed.

There are no guest speakers available.

For further information contact Mr. Len Backus, President.

3. Types of Positions and Duties:

Entry Level: Part time counter person, food preparation

Skilled & Technical: Office - bookkeepers, stenographers, secretaries

Professional: Manager - trainee, Supervisor (Crew Chief),
Assistant Manager

4. Company Resource Materials

None available

MEDALIST AUTOMATED MACHINERY
123 Jackson Drive
Oshkosh, Wisconsin 54901

231-4100

1. Principal Items Manufactured:

Special Woodworking, Textile, Machinery, Hack Saws, Horizontal Band Saw

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty (metals or woods class, also extensive data processing set up) Wednesday or Thursdays before 2:00. Small groups of 5-6 preferred. The tour would take 1-1½ hours and various manufacturing and machine shop operations would be observed.

Mr. David Lading, Industrial Relations Manager, is available as a guest speaker to high school students and faculty.

For further information contact Mr. Lading.

3. Types of Positions and Duties

Office Personnel:	typists, switchboard operator-receptionist, draftsmen, engineers, repair parts technicians, accountants, sales engineers, foremen, supervisors, purchasing controllers, inventory controllers, and industrial relations people.
Shop Personnel:	machine operators, assemblers, mechanical and electrical operators, shipping and receiving positions, packagers, craters, stock room personnel, inspectors, and quality controllers.

Job entry levels do not exist as such in that all available jobs are posted on the company bulletin board and are opened first to present employees. Therefore, if a job at a higher paying level is not taken from within, that position becomes a job entry level position.

4. Company Resource Materials

5. Employment: 258

MERCURY MARINE PLANT 5
DIVISION OF BRUNSWICK CORPORATION
449 Marion Road
Oshkosh, Wisconsin 54901

231-9180

1. Principal Items Manufactured

Propellers, Hydraulic Engine Parts, Swivel and Clamp Brackets and accessories.

2. Field Trips and Guest Speakers

Field trips are available for middle school, high school students, and faculty. The best time of day is 4:00 p.m. but other times are available depending on circumstances. Mercury is very enthusiastic about working with the schools, but want the schools to come with specific meaningful requests, no "shot gun" approaches to just fill time. Size of group depends on program and would be negotiable. Machinery operations, engineering, model making, testing, racing, etc. would be observed on the tour.

Guest speakers are available depending on what specific request is wanted.

For further information contact Mr. Neil Abitz, Personnel Manager.

3. Types of Positions and Duties

Some examples of various positions are: Machine operators, Assembly, Painters, Shipping & Receiving, Maintenance, Inspectors, Foremen, Testers, Engineering, Advertising, and Office

4. Company Resource Materials

Various materials are available upon specific request. (Audio-visual, Printed Materials and Mailing List)

5. Employment:

Approximately 250

MERCY MEDICAL CENTER
631 Hazel Street
Oshkosh, Wisconsin 54901

231-3300

1. **Principal Function of Institution**

General Hospital, School of Nursing and Rehabilitation Center

2. **Field Trips and Guest Speakers**

Field trips are available, afternoons, for high school students and faculty, maximum groups of 20, thirty times a year. The tour would take 45 minutes and the activities observed would depend on what phase of the hospital the interest is in.

Guest speakers are available on most any hospital related subject.

For further information contact Mr. Michael R. Holcombe, Assistant Director of Employee Relations, 231-3300, extension 242.

3. **Types of Positions and Duties**

Entry level employment may be found in the business office, food service and housekeeping.

Some of the broad job categories include custodial, housekeeping, laundry, kitchen, office, medical technicians, medical assistants, nurses, nursing assistants, social services, occupational therapists, physical therapists, medical doctors, and management.

4. **Resource Materials**

Resource material is very plentiful and specific requests for information will be filled as they arise.

5. **Employment**: 1100

MONDL MANUFACTURING CORPORATION
123 Otter Avenue
Oshkosh, Wisconsin 54901

231-2220

1. **Principal Items Manufactured:**

Footwear (Boots) "Winter Walker"

2. **Field Trips and Guest Speakers**

Field trips are available for middle school students, high school students and faculty in groups of 15-20, two to three times a year (April/May and Sept/Oct) on Tuesday, Wednesday or Thursday, 9:00 - 11:00 a.m. or 12:30 - 2:30 p.m. The tour would take approximately 45 minutes in which the production assembly process of cutting shoes, boots, sewing, etc. would be observed.

Mr. James Roberto, president, is available as a guest speaker to high school students and possible middle school students.

For further information contact Mr. Roberto.

3. **Types of Positions and Duties**

Entry level: Factory work, assembly

Skilled & Technical: Sewing Machine Operators

Professional: Management

4. **Company Resource Materials**

None available

5. **Employment**

60-65

MUZA METAL PRODUCTS CORPORATION
606 E. Murdock Street
Oshkosh, Wisconsin 54901

235-4963

1. **Principal Items Manufactured:**

School Furniture, Metal-Tubular Fabrications

2. **Field Trips and Guest Speakers**

Field trips are available for middle school students, high school students, and faculty, 8:00 a.m. to 3:00 p.m. and would last one-half to one hour.

Mr. Robert Jakubowski, Vice President, is available as a guest speaker (panel discussion?) to middle school and high school students and faculty.

For further information contact Mr. Jakubowski.

3. **Types of Positions and Duties**

Entry level: Assembly work, machine operators, punch press operators

Skilled & Technical: Set-up person, welders, painters (spray), tool makers, machinists

Professional: Production control, purchasing, manager, president

4. **Company Resource Materials**

An Employee Publication is available

5. **Employment**: 50

C. A. NEUBURGER COMPANY
913 S. Main Street
Oshkosh, Wisconsin 54901

235-4480

1. Principal Items Manufactured:

Sportswear

2. Field Trips and Guest Speakers

Field trips are available for middle school, high school students, and faculty, in groups of 20, two or three times a year, depending on production schedules. The tour would take one-half hour and various material cutting, spreading, sewing and pressing operations would be observed.

There are no guest speakers available.

For further information contact Mr. John B. King, Personnel Manager.

3. Types of Positions and Duties

Entry level: Pressing, sewing trainee, custodian, shipping and receiving-(requires experience)

Skilled & Technical: Sewing, spreader, cutter, bookkeeper, payroll clerk, secretary, truck driver

4. Company Resource Materials

None available

5. Employment: 156

151

6

OAKS, INC.
1206 Oregon Street
Oshkosh, Wisconsin 54901

231-3660

1. Principal Items Manufactured:

Candy

2. Field Trips and Guest Speakers

Field trips are available for one or two high school students (no room for groups) before 3:00 p.m. anytime except before Christmas and Easter. The tour would take approximately 30 minutes and chocolate dipping, candy making, packing, selling--customer service, would be observed.

There are no guest speakers available.

For further information contact Mr. Robert Oaks, President.

3. Types of Positions and Duties

Oaks is a family-owned business and employs six chocolate dippers (trained on-the-job) and two packer-clerks.

4. Company Resource Materials

None available

5. **Employment:** 11

OLD ORCHARD CANDLES, INC.
35 Wisconsin Street
Oshkosh, Wisconsin 54901

233-6970

1. Principal Items Manufactured:

Candles, Holders & Decorative Accessories

2. Field Trips and Guest Speakers

Field trips are available for elementary school students, middle school students, and faculty in groups of 20-30, three to four times a year, September through March. The tour would take 30-45 minutes in which candle casting, molding, color dipping and decorating would be observed.

There are no guest speakers available.

For further information contact Mr. Duane L. Nelson, President.

3. Types of Positions and Duties

At this early point in the development of Old Orchard Candles, job categories are limited and almost everyone has two or three responsibilities.

Entry level: General production, assistant machine operators, warehouse stock handling

Skilled & Technical: Machine operators, color matching and dye setting

Professional: Marketing, Plant Management, Finance

4. Company Resource Materials

Seasonal catalogs of products, copies of advertising to retailers and consumers are available

5. Employment: 56

OSHKOSH B'GOSH, INC.
112 Otter Avenue
Oshkosh, Wisconsin 54901

231-8800

1. **Principal Items Manufactured:**

Work & Casual Wear

2. **Field Trips and Guest Speakers**

Field trips are available for elementary, middle, and high school students and faculty, groups of 20-25, Wednesday or Thursday after 10:00 a.m. The tour would take one-half hour in which the sewing and making of overalls and jeans would be observed.

Mrs. Gerry Wiegman is available as guest speaker to high school students (possibly middle school students) on Wednesday or Thursday afternoons.

For further information contact Mrs. Wiegman, Personnel Director.

3. **Types of Positions and Duties**

Entry level: Sewing machine operator, cutting room, shipping clerk, clerical

Skilled & Technical: Mechanics, maintenance

Professional: Accounting, design, management, engineering

4. **Company Resource Materials**

None available

5. **Employment**: 250

OSHKOSH DAILY NORTHWESTERN

224 State Street
Oshkosh, Wisconsin 54901

235-7700

1. Principal Items Manufactured:

Daily Newspaper Publisher

2. Field Trips and Guest Speakers

Field trips are available for 5th grade students and up, also faculty, groups of 27-28 maximum. Thursday and Fridays are best but other days are flexible. The tour would start at 1:00 p.m. and last one hour in which a view of total newspaper production - news, ads, business, composing, press, mailroom, etc. would be observed.

The following are available as guest speakers to 5th grade and up, afternoons.

Raymond Hill, Classified Ad Manager	Extension	68
Russell Sprung, Display Ad Manager	"	21
Ralph E. Long, Circulation Manager	"	35
James Metz, Editor	"	45

Several other people from Editorial are also available.

Also offer assistance to schools in the use of Newspaper In The Classroom - with both educational material and copies of newspapers.

For further information, contact Mr. Ralph Long, Circulation Manager, 235-7700, extension 35.

3. Types of Positions and Duties

Entry Level: Newspaper carrier, mailroom, driver, various business divisions (clerical), Switchboard, Dispatch in display advertising, sales & clerical in classified ads, apprentices in various printing preparation areas.

Skilled & Technical: Journeymen in composing, plate & press room. Ad salespeople in display & classified. District Managers in Circulation, Reporters and sub-editors in News.

Professional: Management positions in Display Advertising, Classified Advertising, Editor & Managing Editor, Circulation Manager, Office (acctng., credit, etc.) Manager, Production Management, General Management and Ownership.

(continued on next page)

4. **Company Resource Materials**

Audio-Visual: Wire Service 16MM films covering news and sports for each preceding year. Slide presentation depicting the Daily Northwestern. A large library of film available from ANPA and other newspaper associations.

5. **Employment**: 175

OSHKOSH MANUFACTURING CORP.
20 W. 8th Avenue
Oshkosh, Wisconsin 54901

235-4153

1. Principal Items Manufactured

Metal Stampings, (Including Candle Holders, Tissue Dispensers, Custom Stampings), Welding & Painting

2. Field Trips and Guest Speakers

There are no field trips available.

Mr. Ken Burg is available as a guest speaker for high school students. For further information contact Mr. Burg.

3. Types of Positions and Duties

Entry level: Unskilled labor 90% (punch press)

Skilled & Technical: Secretaries, Sales and Purchasing, Supervisors, Painting foreman

Professional: Accountants

4. Company Resource Materials

Will produce a display of products and job photos for the school

5. Employment: 47

157

OSHKOSH MARINE SUPPLY COMPANY
11 Ceape Avenue
Oshkosh, Wisconsin 54901

231-5580

1. Principal Items Manufactured:

Machine Parts for Companies Manufacturing the following: Bearings, Automotive Parts, Hospital Supplies, Food Packaging, Air Motors, Air Compressors, Air Craft and Marine Engines

2. Field Trips and Guest Speakers

Field trips are available for faculty and high school machine shop students in groups of five, two to four times a year. The tour would take from ½ - 1½ hours and various machine operations on metal-milling, slotting, grinding, and turning would be observed.

Guest Speakers: None available

For further information contact Mr. R. T. Boynton, President, Treasurer.

3. Types of Positions and Duties

A Production Job Shop, not a production line. Type of job to be completed is very unpredictable because they do not make a total product, only a part.

Entry Level Positions: Machine operators (broad machine skills)

Skilled and Technical: General office, clerk-typist, secretary, bookkeeper

Professional: Mechanical Engineer

4. Company Resource Materials

None available

5. Employment: 17

OSHKOSH READY-MIX COMPANY
1700 Ripon Lane
Oshkosh, Wisconsin 54901

235-0330

1. **Principal Items Manufactured:**

Ready-mix concrete, construction supplies, steel bars, wire mesh.

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, groups of 20, either in Spring or Fall with a week's prior notice.

There is a possibility of guest speakers.

For further information contact Mr. David Meilahn, Plant Manager.

3. **Types of Positions and Duties**

Various positions are: Truck drivers, mechanics, secretary and computer operator.

4. **Company Resource Materials**

Two brochures and a listing of publications and slide kits available at Job Placement Director's office.

5. **Employment:** 20

OSHKOSH SAVINGS AND LOAN ASSOCIATION
16 Washington Avenue
Oshkosh, Wisconsin 54901

231-7860

1. **Principal Services**

Savings Accounts, Loans

2. **Field Trips and Guest Speakers**

Field trips are available on a limited basis. For further information contact Mr. C. W. March, president.

The following are available as guest speakers on the subjects of the function of the savings and loan, business in general, real estate, mortgage lending and appraisal to middle school and high school students and to elementary school students on savings, every day except Thursday.

Ronald Timmerman, Staff Vice President	231-7860
Gerald Pokrandt, Comptroller	231-7860

3. **Types of Positions and Duties**

Entry level: Tellers (on-the-job training) (Co-op students)

Skilled & Technical: Advanced placement from staff

Professional: Officers

4. **Company Resource Materials**

Audio-Visual: Special interest films are available

Printed Materials: When available they contact the schools for distribution

5. **Employment**

26 (22 full time)

160

OSHKOSH TRUCK CORPORATION
2307 Oregon Street
Oshkosh, Wisconsin 54901

235-9150

1. **Principal Items Manufactured:**

All Wheel Drive Trucks and Tractors; also World-Wide Parts Distribution Center

2. **Field Trips and Guest Speakers**

Field Trips are available to faculty, in groups of 25-30. The tour would take 2 hours and production of specialized trucks from start to the finished product would be observed.

Guest speakers are available for high school students on engineering and topics related to the operation of a world-wide customized truck producing corporation.

For further information contact Mr. Peter Mosling.

3. **Types of Positions and Duties**

Entry Level: Machine operators, maintenance, clerical, grinders, mechanics, painters, stock clerks, shipping clerks, drivers, receptionist.

Skilled & Technical: Welders, machinists, draftsman, data processors, secretaries, graphics.

Professional: Engineers, metallurgy, sales, accounting, personnel and management, designers, programmers

4. **Company Resource Materials**

Audio-Visual: Promotional Films and Photographs are available.

Various printed publications are also available.

5. **Employment**: 620

PEPSI-COLA BOTTLING CO. OF OSHKOSH, INC.
325 W. 20th Avenue
Oshkosh, Wisconsin 54901

231-3190

1. Principal Items Manufactured:

Soft Drinks

2. Field Trips and Guest Speakers

Field trips are available for interested high school student classes (Sales & Marketing, Science, etc.) and faculty, in groups of 10. The tour would last one hour and the production, bottling, warehousing of carbonated beverages could be observed.

Guest speakers are available and will be arranged for on request.

For further information contact Mr. Earl Teal, Sales Manager.

3. Types of Positions and Duties

Entry level: Route salesman, production worker, warehousing

Skilled & Technical: Clerical, mechanics, vending repairmen, and supervisory positions

4. Company Resource Materials

Video cassettes relating to route sales, quality control and merchandising are available.

5. Employment: 49

PINE-IHRIG MACHINE COMPANY
455 W. Waukau Avenue
Oshkosh, Wisconsin 54901

235-8470

1. **Principal Items Manufactured**

Precision Machine Parts

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, in groups of 15 - 20, Tuesday or Wednesday mornings. The tour would take 20 minutes to 1 hour and the manufacturing of highly precision type bearings other than ball or roller bearings would be observed. This would be mostly of interest to machine shop classes.

For further information contact Mr. C. W. Boller, General Manager, or James Huver, Cost Accountant.

3. **Types of Positions and Duties**

Any employee should have a good attitude towards work and take pride in what he or she does.

Entry Level Positions: Machine shop or mechanical background.

Skilled & Technical: Journeyman machinist; machine operators

4. **Company Resource Materials**

None available

5. **Employment**: 48

PLUSWOOD, INC.
1145 Oshkosh Avenue
Oshkosh, Wisconsin 54901

235-0440

1. **Principal Items Manufactured:**

Plywood Paneling, Pre-finished and Vinyl Laminated; Industrial Boards, Vinyl Laminated and melamine thermofused component panels

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, groups of 20, twice a year. The tour would take 45 minutes and the manufacturing of plywood paneling and other component panels would be observed.

Guest speakers are available to middle school and high school students on sales, and how plywood is made and used.

For further information contact Mr. F. L. Boschwitz, President.

3. **Types of Positions and Duties**

Entry Level: Machine operators - operate various machines necessary to produce and laminate plywood; maintenance jobs, truck drivers

4. **Company Resource Materials**

None available

5. **Employment:** Approximately 250

164

ROCKWELL INTERNATIONAL
1005 High Avenue
Oshkosh, Wisconsin 54901

424-5001

1. **Principal Items Manufactured:**

Planetary Axles, Front Driving Axles, and special gear driving assemblies.

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, maximum groups of 20, Tuesday, Wednesday, or Friday mornings. The tour would take 1-1/4 hours and various shop machine assemblies and office functions could be observed.

Mr. Ted Gunz, Manager Industrial Relations, is available as a guest speaker, depending on subject to be discussed, to high school students and possibly 8th grade students, Tuesday, Wednesday, or Friday mornings.

For further information contact Mr. Gunz at 424-5450

3. **Types of Positions and Duties**

Entry Level: General factory laborer, draftsman, keypunch, clerical, typists

Skilled & Technical: Programmer, machine tool operator, industrial technician, laboratory technician, computer operator, expeditor, tool designer

Professional: Management, engineer, nurse

4. **Company Resource Materials**

Pictures of products manufactured are available

Mailing list would be available to schools

5. **Employment:** 850 - 1100

SNC MANUFACTURING CO., INC.
101 Waukau Avenue
Oshkosh, Wisconsin 54901

231-7370

1. Principal Items Manufactured:

Electrical Transformers, Coils, Reactors

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty, groups up to 30, twice a year, on Thursday or Friday. The tour would last 30-45 minutes and the following could be observed: production machine operation, metal-working machine operation, electronic testing, general production work, and materials handling.

Guest speakers are available as representatives of SNC's office/clerical, engineering, methods and equipment and production departments, preferably on Thursday or Friday afternoons.

For further information contact Mr. Dan Roth, Director of Personnel and Safety, 231-8863.

3. Types of Positions and Duties

Entry Level Positions: General assembly, machine operators, testers-inspectors.

Skilled and Technical: Lab technicians, tool and die makers

Professional: Electrical engineers, administrative officials

4. Company Resource Materials

Audio-visual displays, photographs, advertising brochures and newsletters are available.

5. Employment: 225

166

SAWYER STREET SUPER VALU
313 N. Sawyer Street
Oshkosh, Wisconsin 54901

235-1350

1. **Principal Line of Business**

Grocery Store, Meat Market, Bakery and Delicatessen

2. **Field Trips and Guest Speakers**

Field trips are available for elementary, middle, and high school students anytime throughout the year. On the tour a working grocery store would be observed. Exception: State of Wis. does not approve of field trips through the meat or bakery department unless provided with proper wearing apparel.

Mr. Ed Prescott, owner, is available as a guest speaker to high school students.

For further information contact Mr. Prescott.

3. **Types of Positions and Duties**

Entry level: Check out clerks, order clerks

Skilled & Technical: Meat cutting, baker, produce department

4. **Company Resource Materials**

Magazines are available on the grocery business

SEEFELD FUNERAL HOME, INC.
107 Church Avenue
Oshkosh, Wisconsin 54901

235-7740

1. **Principal Functions:**

Funeral Arrangements

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty, classroom size groups to 30. The tour would take from one to two hours and funeral arrangement, merchandising, legal activities, and embalming would be described.

The following are available as guest speakers to high school students:

Ken Seefeld, Funeral Director
Dan Gabert, Funeral Director
Bill Behlman, Funeral Director

For further information contact Mr. Ken Seefeld, President and Treasurer.

3. Types of Positions and Duties

Skilled and Technical: Receptionist, Typist, Secretary, Director of Medical Transportation, Director of Medical Records, Med-car attendants.

Professional: Morticians (funeral director plus embalmer)

4. Company Resource Materials

None available

SEVEN-UP BOTTLING CO. OF OSHKOSH
2110 Harrison St.
Oshkosh, Wisconsin 54901

233-7777

1. **Principal Items Manufactured:**

Bottlers of Soft Drinks

2. **Field Trips and Guest Speakers**

Field trips are available for interested high schools students and faculty (prefer sophomores, juniors, and seniors) in groups of ten maximum, Tuesday through Thursday, three to four times a year. The best times of year for a tour are October and February. The tour would last 35-40 depending on purpose of tour, and the manufacturing, bottling, canning, of soft drinks, and quality control could be observed.

Guest speakers are available according to specific requests, Tuesdays through Fridays.

For further information contact Mr. Tom Plein, Manager or Mr. Noble Wooford, Personnel Manager.

3. **Types of Positions and Duties**

Entry level: Machinery assistants, line workers (can be learned in three to four weeks), warehouse, truck drivers

Skilled & Technical: Machinery operators (1 year to learn), Mechanic (2-3 years to learn), fork lift operator, refrigeration repairmen, office

Professional: Accounting, salesmen, chemist, management

4. **Company Resource Materials**

Audio-Visual: Film on history is available

Printed Materials: Limited number of brochures on soft drink industry are available

169

SORGEL ELECTRIC CORP. SUBSIDIARY OF SQUARE D CO.
3300 Medalist Dr.
Oshkosh, Wisconsin 54901

426-1330

1. Principal Items Manufactured:

Dry Type transformers & Hospital electrical isolating systems

2. Field Trips and Guest Speakers

Field trips are available for middle school students and high school students, groups of 25, afternoons 2-3:30. Two weeks prior notice should be given and no shorts or open-toe shoes are to be worn.

Possibility of guest speakers for high school students.

For further information contact Mr. Wayne Ohlrich, personnel manager.

3. Types of Positions and Duties

Entry level: Material handler, maintenance, assemblers, shipping, testing, (Semi-Skilled) - Machine operators, welders, painters.

Skilled & Technical: Secretarial, Switchboard, Office, Non-degree accountant, drafting, foreman, purchasing

Professional: Nursing, quality control, accountant, industrial engineer, management

4. Company Resource Materials

Two brochures and catalogs available at Job Placement Director's Office.

5. Employment: 100

TECH/SERVICES, INC.
701 Oregon Street
Oshkosh, Wisconsin 54901

235-2150

1. Principal Items Manufactured:

Technical Literature, Audio Visual Productions, Motion Pictures, Sales Promotions

2. Field Trips and Guest Speakers

Field trips are available for high school students and faculty, group size 5, once a month. The tour would last one-half hour in which films or film editing would be observed.

* Mr. James Riefer is available as guest speaker to middle school and high school students.

For further information contact Mr. Riefer, President.

3. Types of Positions and Duties

Technical writer, publications and public relations writer, typesetter for composing machine, photographer (darkroom, slides and motion picture), technical illustrators (drafting background)

4. Company Resource Materials

May have a display available by next school year

5. Employment: 8

* NOTE: A former alcoholic counselor is also available to speak on alcoholism.

THILL, INC.
3331 North Shore Drive
Oshkosh, Wisconsin 54901

235-3460

1. Principal Items Manufactured:

Metal Fabrication

2. Field Trips and Guest Speakers

Field trips are available for elementary, middle, and high school students and faculty (especially faculty first, even on Saturday), groups of 25 maximum with prior contact, many times during the year. The tour would take one hour and the manufacturing of metal goods, parts made using punch presses, press brakes, shears, and welding could be observed.

Guest speakers are available upon specific request, to all grade levels of students.

For further information contact Mr. Russ Thill, Chief Operations Manager.

3. Types of Positions and Duties

Thill pays for training and education of employees. Employees must have a C average. Thill works closely with Fox Valley Technical Institute and are directly involved with the apprenticeship development program.

Examples of positions are: Punch press operators, grinding, shearing, press brake, welding, assembly, machine shop, machine maintenance, inspection, tool room, salesmen, personnel, and management.

4. Company Resource Materials

Audio-visual materials might be available depending on how they would be used.

5. Employment: 50

TRIANGLE MANUFACTURING COMPANY
150 Libbey Avenue
Oshkosh, Wisconsin 54901

235-3710

1. Principal Items Manufactured:

Pillow Block Bearings and Bearing Mount

2. Field Trips and Guest Speakers

Field trips are available for faculty only, in groups of three, once a month. The tour would last one hour and different types of stamping processes would be observed.

Guest Speakers: None available

For further information contact Mr. Jack Sullivan, Vice President.

3. Types of Positions and Duties

Entry Level Positions: Machine operator

Skilled and Technical: Tool and die maker, maintenance, sales, secretary

Professional: Engineer

4. Company Resource Materials

A display board of stamped products is available

5. Employment: 32

UNITED STATES ARMY
325 N. Main St.
Oshkosh, Wisconsin 54901

231-6420

1. Principal Services

Recruiting services for various positions in U. S. Army

2. Field Trips and Guest Speakers

Guest speakers are available for elementary, middle, and high school students.

3. Types of Positions and Duties

See Army brochure describing job description categories

4. Resource Materials

Audio-Visual - many available films, display, etc.

Printed Materials - advertising and brochures available

Mailing List - presently on list. See high school guidance counselor

UNITED STATES MARINES
325 N. Main St.
Oshkosh, Wisconsin 54901

233-1120

1. Principal Services

   Recruiting services for various positions in U. S. Marines

2. Field Trips and Guest Speakers

   Guest speakers are available for elementary, middle, and high school students.

   Contact Sgt. Delonay, Recruiter

3. Types of Positions and Duties

   See Marine brochure describing job categories

4. Resource Materials

   Audio-Visual: many available films, display, etc. Be specific in request.

   Printed Materials: brochures, advertising, etc. available

   Mailing List: presently on list. Career and Guidance Departments receive.

UNIVERSAL FOUNDRY COMPANY

495 Pearl Avenue
Oshkosh, Wisconsin 54901

235-9200

1. **Principal Items Manufactured:**

   Ferrous and Non-ferrous Castings, Pattern Equipment

2. **Field Trips and Guest Speakers**

   Not available at this time

3. **Types of Positions and Duties**

   Entry Level: (Hourly) - Laborer, cupola charger, serviceman

   Skilled & Technical: Grinder, coremaking, corefinishing, iron pourer, furnace operator, molding, inspection, laboratory technicians, patternmakers
   (Clerical) - Payroll clerk, production clerk, typist, file clerk

   Professional: Accountants, Metallurgy, Industrial Engineer, Personnel Management, Production Management, Sales

4. **Company Resource Materials**

   Audio-Visual: Display and photographs available

   Printed Materials: Brochures and benefit books available

   For further information contact Mr. John A. Bowers, Personnel Manager, 235-9200, extension 19.

5. **Employment**: 633

UNIVERSITY OF WISCONSIN-OSHKOSH
800 Algoma Blvd.
Oshkosh, Wisconsin 54901

424-1234

1. **Principal Functions:**

School of Education, School of Letters and Science, Graduate School

2. **Field Trips and Guest Speakers**

Field trips are available for high school students and faculty, groups up to 50. The tour would take two hours minimum, in which a University in action would be observed: educational activities, food service, maintenance, computer-accounting, R.O.T.C., bookstore, radio and television studio, security operations, observatory, etc.

For further information contact: Mr. M. S. Edmonds, Director of Personnel, 414-1166.

Various guest speakers are available on various careers for all grade levels. Contact Mr. Edmonds, any department head for a speaker in a particular discipline, or the following:

Mr. Dale Lawrenz, Assistant Director of Personnel	424-1166
Ms. Mary Koepp, Personnel Assistant	424-1166
Mrs. Sue Green, Admissions Counselor	424-1030

3. **Types of Positions and Duties**

Entry Level: Maintenance duties, food service

Skilled and Technical: Gardening, secretarial, office

Professional: Professors, medical personnel, administrators, etc.

4. **Resource Materials**

Various audio-visual materials are available. Contact the admissions office--high school relations, or individual department chairman.

Printed materials are sent to all high schools in the area automatically.

VALLEY BANKS
50 Pearl Avenue
Oshkosh, Wisconsin 54901

235-4140

1. **Principal Services**

Banking Services

2. **Field Trips and Guest Speakers**

Field trips are available for a small group with a specific interest of middle school, high school students, and faculty.

Mr. Joe McCreery, Vice President, and Mr. Robert Barker, President, are available as guest speakers to middle and high school students.

For further information contact Mr. Robert Barker, President.

3. **Types of Positions and Duties**

Entry level: Tellers, proof operators

Skilled & Technical: Machine operators, bookkeeping

Professional: Trust Officers, Loan Officers

4. **Company Resource Materials**

Financial Reports are limited but available on call

5. **Employment:**

45

WESTERN STATE BANK
444 N. Sawyer Street
Oshkosh, Wisconsin 54901

235-0711

1. **Principal Services:**

Free Checking Accounts, Overdraft Banking, Savings Accounts, Mortgage Loans, Auto & Personal Loans, Commercial Loans, Safe Deposit Boxes, Travelers Checks, US Savings Bonds, Foreign Drafts, BankAmericard.

2. **Field Trips and Guest Speakers**

Field trips are available for elementary, middle, and high school students, groups of 20 or less, anytime but December and January, with ten days prior notice.

The following are available on Tuesdays as guest speakers to all levels of students.

Nancy Roberts, Vice President - Operations and Account Information
Dave Voeltner, Assistant Cashier - Loans and Credit

For further information contact Nancy Roberts

3. **Types of Positions and Duties**

Various types of positions are: Bookkeeping Department (promotions from within), tellers, customer service, loan officers, auditors

4. **Company Resource Materials**

Audio-Visual (Films, Display, Photographs, etc.) - Sources available

Printed Materials - Annual report available

5. **Employment:** 50

WISCONSIN PUBLIC SERVICE CORP.

31 Washington Avenue
Oshkosh, Wisconsin 54901

231-7100

1. Principal Line of Business

Gas and Electrical Sales and Service

2. Field Trips and Guest Speakers

Field trips are available for elementary, middle, and high school students in groups of 30. The tour would last approximately 45 minutes in which gas and electricity distribution and maintenance activities could be observed.

Guest speakers are available for elementary, middle, and high school students, Monday through Thursday mornings.

For further information contact Mr. Robert Fick, Division Manager.

3. Types of Positions and Duties

Entry level: Lineman, truck drivers, stock clerks, serviceman's helper, metermen, maintenance, cashier, streetmen

Skilled & Technical: Gas & electric repairman, key punch operators, electricians, stenographers, computer programmer, accountant, secretary, and sales

Professional: Electrical engineer, gas engineer, nuclear engineer

4. Company Resource Materials

Financial reports are available

5. Employment: 100

WISCONSIN SCREW PRODUCTS CORP.
206 Harrison
Omro, Wisconsin 54963

685-2788

1. Principal Items Manufactured:

All types of fasteners including screws, nuts, bolts and washers

2. Field Trips and Guest Speakers

Field trips are available for middle school, high school students, and faculty in groups of 8-10 anytime during the year. The tour would last one-half hour-the operations in making various types of screws and fasteners would be observed.

Mr. Ron Forslin, owner, is available as a guest speaker on Mondays to elementary, middle, and high school students.

For further information contact Mr. Forslin.

3. Types of Positions and Duties

Entry level: header operators, roller operators, shipping and receiving

Skilled & Technical: Sales, clerical (bookkeeper and general office)

4. Company Resource Materials

None available

5. Employment: 14

* Note: They would especially like to have teachers come to see how their subject area is applied

181

WISCONSIN TELEPHONE COMPANY

315 Algoma Blvd.
Oshkosh, Wisconsin 54901

231-5501

1. **Principal Functions**

Telephone work connected with cables, wires, poles, magnetic tape, computers, switchboards, directories, transmission networks and typewriters.

2. **Field Trips and Guest Speakers**

Field trips are available for high school juniors and seniors and counselors, in group sizes of ten. The tour would take approximately one hour.

Mrs. Rossmeissl, Employment Interviewer, Appleton, is available as a guest speaker and can be contacted for further information at 235-3805.

3. **Types of Positions and Duties**

Building custodian, central office repairer, supplies handler, garage attendant, building attendant, assignment clerk, repair service clerk, line worker, installer, frame worker, service representative, typist, cablesplicer, keypunch operator, truck driver, inspector, long distance operator, directory assistance operator, CAMA operator, cashier, secretary-stenographer, general office clerk, data processing clerk, service order writer, engineers, accountants and managers.

4. **Company Resource Materials**

Audio-Vidual: None Available

Printed Materials: "Our Family Album of Jobs"

5. **Employment**: 390

A TENTATIVE COUNSELOR ROLE MODEL
for the
OSHKOSH AREA SCHOOLS

1976

Thomas Nadeau
Ralph Nielsen
James Patterson
Peter Johnson
Joseph Schrage

Developed under Federal Grant No. G007502309

TABLE OF CONTENTS

Page

Preface 1

I. Introduction 2

II. Guidance, Career/Job Placement, and Research and Evaluation

A. Group Guidance 3
B. Individual Counseling 3
C. Career Guidance 4
D. Educational Guidance 5
E. Career/Job Placement 6
F. Research and Evaluation 7

III. Consulting Program 8

IV. Coordination 9

V. Recommendations

A. Curriculum 10
B. Guidance Materials, Equipment, Facilities, and Time for Group Work 10
C. Clerical and Paraprofessional Assistance 11
D. Career Development 11
E. Career Information Center 12
F. Testing Programs 12
G. Supervision and Coordination of Guidance 12
H. Non-Guidance Activities 12

VI. Counselor Model Diagram 13

PREFACE

We feel that the development of any effective model requires previous piloting and evaluation of identified approaches. Therefore, we realize this is not a model in the true sense but a significant "road map" of how we would like to see the role of the counselor changed and upgraded.

A great amount of flexibility has been purposely included because it is felt that in order to use personnel and resources to the fullest we must capitalize on existing strengths and weaknesses that now exist.

It is hoped that our recommendations and suggestions be implemented during the 1976-77 school year; that the various approaches will have been proved or disaproved; and that a more comprehensive model will be completed in the near future.

I. INTRODUCTION

It is strongly felt by the majority of Guidance and Counseling Personnel that the role of the Guidance Counselor should change. It is believed that Guidance and Counseling Departments should place a greater emphasis on program development; these basic programs being: 1) Guidance and Counseling 2) Consulting 3) Coordinating. These programs demand the development of activities that are inherent to these programs and thus these activities would be of primary concern and a major goal.

It is anticipated that with a greater emphasis on program/activity development, counselors will be vitally involved in Career Education and Career/Job Placement Programs, which are becoming significant programs in the Oshkosh Area Public Schools.

The counselor is also being viewed as a person who will be consulting with business and industry, labor, and other agencies and services and in turn performing as a coordinator of activities between the community and the schools.

Within each individual school the counselor is being perceived as that person who will facilitate all the guidance and counseling functions as well as aid in group activities that pertain to Career Education and Career/Job Placement and advisor-advisee activities and concepts. In short, the counselor should be a major consultant and coordinator to help meet the developmental needs of all students, K - 12.

II. GUIDANCE, CAREER/JOB PLACEMENT, AND RESEARCH AND EVALUATION

A. GROUP GUIDANCE

Group Guidance serves the largest number of students in the shortest time and prevents wasteful duplication of the counselor's time. Effective Group Guidance, however, often results in greater demands on the school counselor for more individual counseling for the purpose of feedback, that is: (a) exchange, (b) discussion of alternatives, (c) interpretation, (d) evaluation, and (e) the formulation of additional questions as they relate to the needs, values, goals, and aspirations of the individual student.

B. INDIVIDUAL COUNSELING

In serving as a facilitator of self-development, the school counselor should provide an individual counseling environment for all students to help them gain an understanding of themselves and find an identity. Emphasis on individual counseling does not rule out the benefits obtained from group sessions or peer counseling. The counselor will utilize all techniques in helping students objectively evaluate their present and future lives.

C. CAREER GUIDANCE

There are two basic student needs in our culture that combine to form the rationale for Career Education. The first is the need on the part of the students to recognize and capitalize on the increasingly close relationships between education and work. The second is the need for work to become a more meaningful part of the total life style of the individual. Work has value!

The key to success of Career Education is recognition that a wide variety of persons - students, teachers, counselors, administrators, parents, businessmen, etc. have responsibilities to assume and roles to play if Career Education is to meet the two basic student needs identified here.

D. EDUCATIONAL GUIDANCE

The capable counselor will utilize all techniques in helping students objectively evaluate their present and future lives. This includes helping students select subjects, working with failing students and underachievers, and advising students on study habits.

Counselors should streamline their guidance services by making more use of computer and group guidance techniques. They should consider as one of their main functions in this area that of counseling students about continuing educational choices, that is: (a) helping them interpret information about schools and self, (b) helping students formulate questions that can move them ahead in their decision making, (c) discussing the alternatives that the student is considering, and (d) introducing additional information to assure improved educational and occupational decision making.

E. CAREER/JOB PLACEMENT

Career/Job Placement is viewed as a K - 12 program with a dual approach. The initial component is to assist students to develop an understanding of themselves and the world of work and to help the student to learn the necessary skills for eventually entering the world of work.

The second component is to assist students in the next step, whether it be continuing education, a job, marriage, or some other alternative. This second component occurs primarily at the high school level.

F. RESEARCH AND EVALUATION

One effective way for a guidance department to test the quality of its guidance program is to make a follow-up study of its former students. Through such an undertaking the school discovers some of its weaknesses, learns how to improve its services and re-establishes contacts with many former students.

Data obtained from follow-up studies may be used as a basis for curriculum planning and adaptation, development of needed school services, in-service training of staff members, informing the public as to the needs and problems of the guidance program and giving students valuable learning experiences.

Other techniques of evaluative methods are the Survey Method which is based on a checklist of criteria for various guidance functions, and the Academic Inventory, a factual report which contrasts subjects completed by the members of a particular class with their measured ability and projected plans.

III. CONSULTING PROGRAM

The counselor's professional commitment is to assist each youngster to develop as fully as possible, therefore, it follows that counselors consult with staff members, parents, business and industry, labor, and other community agencies in order to obtain and maintain a proper perspective of the real world. A second area for counselors is to function as consultants for the students, the parents, the faculty, and the community as a whole. The third area is to function as consultants in the following areas: 1) Instruction, 2) Curriculum, 3) Career Education, 4) Career/Job Placement, 5) Pupil Appraisal and Home-School Relations.

IV. COORDINATION

Coordination is a necessary activity of all guidance programs. Because of the many faceted approaches and consultative nature, it is imperative that the counselor act as a coordinator. This is the only way the objectives and goals will be met. The following areas are crucial to these goals.

1. Coordinate Guidance Activities with other professionals.

2. Coordinate Career Information Services within the individual buildings.

    A. Community Resources

    B. Career Information Centers

3. Coordinate Research and Follow-up Activities pertaining to the Guidance Activities.

V. RECOMMENDATIONS

A. CURRICULUM

Guidance personnel are in an excellent position to be aware of pupil needs in the area of curriculum. They are aware through their contacts with parents, employers, teachers and college personnel, of trends, requirements and preferences of these interested persons for pupils' preparations. Their objective is to guide a pupil toward a learning situation which best meets his needs and where he can be challenged, yet meet with success. The guidance program must support and enhance the effectiveness of the educational program. Thus, it is felt that guidance personnel be involved in curriculum planning on a regular basis by serving on curriculum committees.

B. GUIDANCE MATERIALS, EQUIPMENT, FACILITIES, AND TIME FOR GROUP WORK

There is a need to budget specifically to meet the goals of a well planned guidance program.

Regular group meetings with pupils are an essential part of a well-balanced guidance program. Time must be provided in the school day for the conducting of these group meetings.

C. CLERICAL AND PARAPROFESSIONAL ASSISTANCE

Performance of routine clerical chores is not a good use of any professional's time. Adequate and competent clerical assistance can greatly increase the amount of time the guidance staff has available for activities vitally affecting the development of young people. At the secondary level, a guidance office should never be without one secretary-receptionist for the full school day.

Paraprofessionals who have specialized training should be employed wherever practicable.

D. CAREER DEVELOPMENT

The answer to having an adequate program of career development in the schools lies in the incorporating of career development concepts in the curriculum from K - 12.

The classroom teacher should be the core of the program, with the counselor as the consultant and a significant resource person. Counselors have to be allocated time and given the knowledge to provide this leadership.

E. CAREER INFORMATION CENTER

A Career Information Center should be established, supplied and maintained. It is imperative for this center to be maintained by a paraprofessional on a full-time basis.

F. TESTING PROGRAMS

Area-wide standardized testing programs should be coordinated by the Central Administration Office and the Interest Inventory and Aptitude Batteries should be the primary responsibility of the Guidance Department.

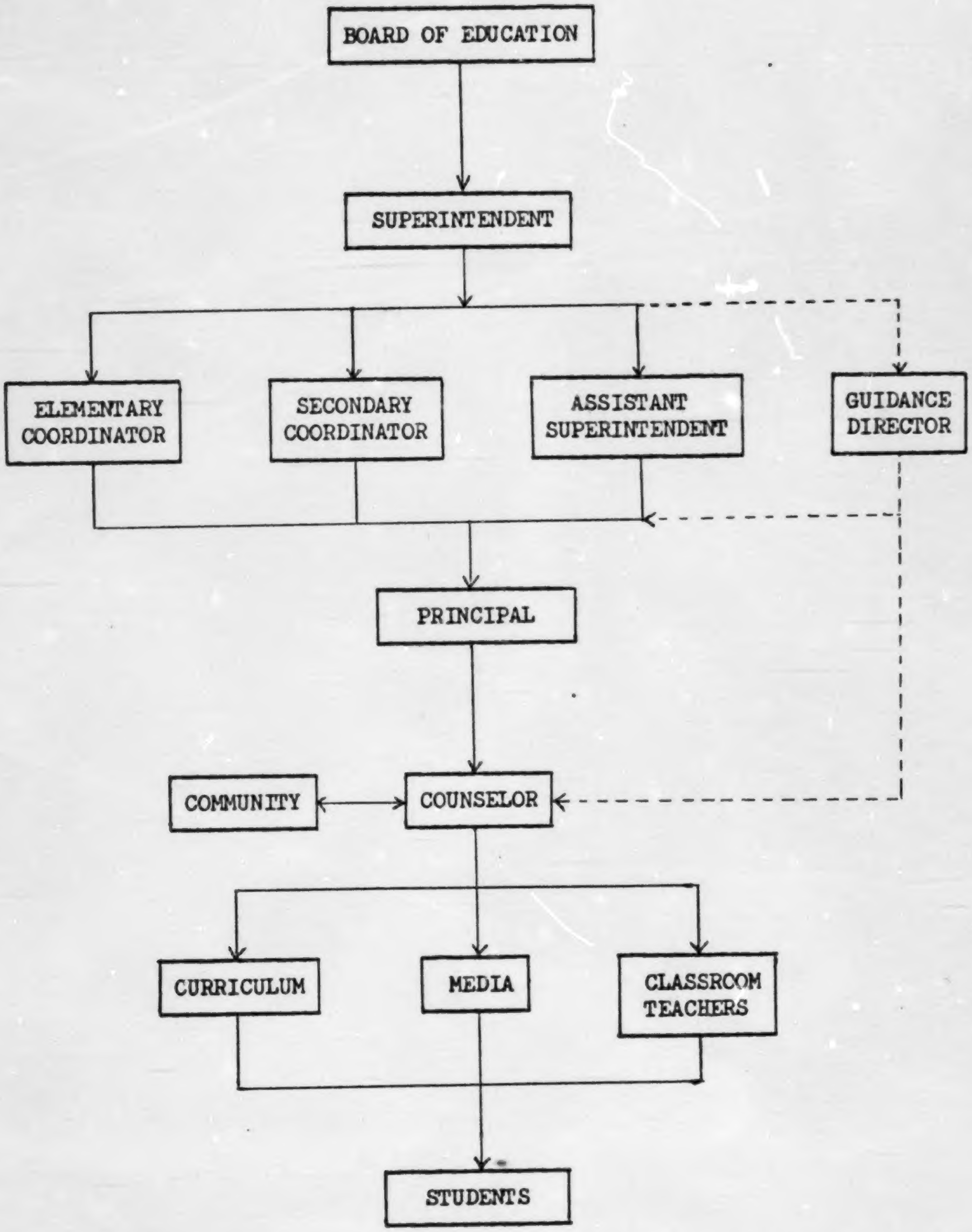
G. SUPERVISION AND COORDINATION OF GUIDANCE

A director or chairman for guidance should be appointed and allowed sufficient time to effectively supervise and coordinate the program. An effective program MUST be coordinated and distinct lines of communication be instituted.

H. NON-GUIDANCE ACTIVITIES

Over long periods of time, certain administrative and clerical functions have been shifted to guidance staffs in our school district. Whenever this has happened, the guidance personnel have been curtailed. Implementation of recommended programs can only occur if the guidance personnel are relieved of administrative duties.

VI.
COUNSELOR MODEL


BOARD OF EDUCATION
SUPERINTENDENT
ELEMENTARY COORDINATOR
SECONDARY COORDINATOR
ASSISTANT SUPERINTENDENT
GUIDANCE DIRECTOR
PRINCIPAL
COMMUNITY
COUNSELOR
CURRICULUM
MEDIA
CLASSROOM TEACHERS
STUDENTS

CAREER WISE

Vol I No. I October 1975

Published under auspices of federal grant G007502309

The Oshkosh Area Schools were one of the 80 successful applicants selected from a nation wide field of over 900, to receive a federal grant from the U.S. Office of Career Education. The main process objectives of the grant are:

1. Institute an intensive in-service training program for teachers and counselors in the theory and use of methods and materials that capitalize on the career implications of the various curricular and subject areas.
2. To carry out a coordinated effort to identify community, business, labor, and industry resources and to insure their use in the instructional program.
3. To prepare key counselors in the various schools to assume coordination responsibilities in the deployment of career education resources to meet student needs.

* * * * * * * * * * * * *

WHY WE NEED CAREER EDUCATION

(Reprinted from Chamber of Commerce Magazine CAREER EDUCATION)

In many respects the schools are doing a better job of educating our youth than ever before.

However, society demands more of our schools, just as it does of government, religion, and business. The school performance that was judged satisfactory 20 years ago may no longer be suitable for every individual. While there are complex reasons for this change, one is related to the world of work. There are relatively fewer unskilled jobs to fill at a time when more parents are properly demanding full equality of opportunity for their children. There is general recognition that as we move further into a still more complex economy, the relationship between education and work becomes closer each year, and young people need more assistance in deciding on a career.

Career education offers a promising response to this call for education reform by addressing these problems:

---For too many youth, career exploration begins after leaving school instead of during the early learning years when there is ample time to develop areas of work interest and competence.

---Youth unemployment is consistently four times greater than adult unemployment, and turnover is high. Most college graduates stay with their first employer less than three years, and high school graduates often have several jobs their first year.

---Many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities. The individual normally changes occupational emphasis no less than 3 to 5 times during his work life. For education, the lesson is clear: it must increase the individual's "cope-ability"--the speed and economy with which he or she can adjust to these changes.

---There has steadily developed an increased emphasis on "school for schooling's sake." The third grade teacher seems intent on readying students for the fourth grade, the eighth grade teacher on readying students for the ninth grade, and the high school teacher on readying students for college. Instead of preparation for something, education has become, for many students, simply preparation for more education.

---In some schools, much of what happens in the classroom has too little to do with what is happening outside the classroom. They seem to attempt to prepare our young people to take their place in the community by isolating them from the community.

---Seventy-six percent of secondary school students are enrolled in a course of study that has, as its major emphasis, preparation for college--even though only 2 out of 10 jobs between now and 1980 will require a college degree. Thus, almost 8 of 10 students are receiving an education that will primarily benefit only 2 out of 10 students.

---The dropout-failure rate among college students remains among the most stable of all statistics in American education. Forty percent of all who enter college this fall will not make it to their junior year, and 50 percent will never obtain a baccalaureate degree. These adjustments are extremely costly to students and their parents in terms of money, psychological damage, and inability to plan a meaningful future.

THEREFORE: We need CAREER EDUCATION for all students to reduce the gap between unrealistic educational programs and career needs.

We need CAREER EDUCATION to provide students with insight, information and motivation concerning specialized training as well as professional education.

* * * * * * * * * * *

--- JR. HIGH FACULTY DID YOU KNOW ABOUT THE FOLLOWING? ---

"PEOPLEWORKS"

Relatives and friends ask, "And what are you going to do when you grow up?" Fond parents buy firemens' hats, erector sets, and nurses bags. PEOPLEWORKS, a 16-part series on the Wisconsin Educational Radio Network, takes career awareness beyond the answer-to-grandma's question and chemistry-set stage.

Teachers and guidance counselors will find this series helpful in making junior high school students aware of the complexity of career development. Students will learn that they themselves are working members of many "peopleworks"--family, peer groups, community--and that their actions contribute to the "works" and to their future careers.

The continuing story of teenaged Willa and Nolan provides characters and situations that junior high students can readily identify with. Interviews with people in various careers give insights into not only how they become a doctor-lawyer-merchant-chief, but also the life styles that go along with their careers. Hopefully, the series will make students conscious that they are individually responsible for career planning.

Although the series develops progressively, each 15-minute program is complete within itself. Programs will be broadcast Wednesday mornings at 9:30 on the following dates. If you can't listen in during the regular broadcast time, why not tape the program for later use?

SCHEDULE

Sept. 10-What Do You Do?

Sept. 17-Somebody's Got to Carry Out the Garbage

Sept. 24-"The Way You Hold Your Head"

Oct. 1-Monkeywrench in the Peopleworks

Oct. 8-Gigging

Oct. 15-Bodyworks

Oct. 22-Health Helpers

Oct. 29-Builders

Nov. 5-Hook-up

Nov. 12-Salespeople

Nov. 19-On the Move

Nov. 26-Going Through Changes

Dec. 3-Spin-off Career

Dec. 10-The Importance of Be(com)ing Willa

Jan. 7-Monkeywrench in the Nolanworks

Jan. 14-V.I.T.A.

* * * * * * * * * * *

ELEMENTARY NEWS

Career Education began early at Jacob Shapiro. It was initiated on the second day of school when Lisa Handy's father and Mr. Ed Paulick came into kindergarten. After being introduced to the children, they explained their jobs with the Board of Education.

Mr. Fischer and Mr. Fretschel came at another time and explained their duties as principal and custodian of Jacob Shapiro School. Sounds like a good beginning.

* * *

In Corvallis, Oregon the following career orientated activity was utilized with great success on the elementary level.

To motivate children in learning sentence structure, while becoming more familiar with career and career vocabulary, the teacher devised an activity called "Career Scrambled Sentences." It may be entirely individual, small group, or may involve the total class. With variations in language difficulty, it is suitable for the entire elementary grades. A self-checking device saves the teacher time and allows the student to learn on his/her own.

* * * * * * * * * * *

PLACEMENT SERVICES

Materials that were ordered during the Career Education/Job Placement summer workshop are now arriving. Information containing the names of the materials ordered will be placed in the high school teacher's mailboxes. The new material will be placed in the high schools media centers.

A representative of Job Service will be visiting both high schools on a weekly basis. He will be there for job counseling, job opening information, registration, etc. He also will be available for classroom presentations. Classroom presentations have been made in both high schools by the placement director. Teachers interested in placement activities should contact Mr. Seifert at North High School 233-7000.

Mr. John Planalp of Associated Industries is in the process of establishing a series of field trips into business-industry for teachers. More information on the field trips will be coming out later.

* * * * * * * * * * *

NOTES FROM OTHER PLACES

In a high school in New Jersey, the following application to Career Education was used at the ninth grade level.

A presentation was developed giving some very basic factors which might enter into a career decision, whether it be short-term or long-range. Examples include: "What kind of a house are you planning to live in?", "What kinds of material luxuries do you want?", "Do you want marriage and/or children?", and "How much education do you want?". These kinds of decisions are introduced in a fun exercise, such that students may become aware of the kinds of factors that enter into career decisions.

* * * * * * * * * * *

NEWS ITEMS INVITED

This is the first issue of "Career Wise" and will be published periodically. All Oshkosh Area Schools are invited to send in brief stories of career education activities which they consider would be of interest to the rest of the system. They will be appreciated and used if at all possible.

Contributions should be sent to: J. Schrage, Career Education Director,
Oshkosh West High School

CAREER WISE

Vol I No. 2 December 1975

Published under auspices of federal grant G007502309

CAREER EDUCATION CRITICS LOSING GROUND

(Reprinted from Chamber of Commerce Magazine CAREER EDUCATION)

In a recent article Dr. Kenneth B. Hoyt, U.S. Director of Career Education, provides the following answers in a Bell Telephone Magazine interview:

What are some of the major criticisms of Career Education and how do you answer them?

One is that Career Education invites external control of our schools. It will let the business-industry community as well as the home and family have a voice in the educational system. Educators may not get to run education all by themselves. It is about time that the days of educational isolationism are past. I don't think we can get the massive involvement we need from the business community if they have no voice in what goes on in Career Education. I welcome that voice.

Some People say Career Education will lower educational standards. I say no, we're not lowering standards. We're creating standards that are feasible for all the individuals in the schools. The standards that they're worried about are the traditional academic standards which said that every kid who finished high school should be qualified to go to college. We don't think every kid who finishes high school needs to be qualified for college. We're seeking to open up options and give youngsters assistance in decision-making. Then instead of failing on an academic level, these students are succeeding in meeting standards that are realistic for them.

Another criticism is that Career Education is anti-intellectual. I say absolutely not. We're not against intellectual achievement. We're opposed to those who believe that all things worth knowing are found in books, or that the people who go to school the longest know the most.

But the most unfair criticism that has been voiced against Career Education is that is is antihumanistic in its nature and goals. The critics seem to believe that Career Education is trying to prepare youth to accept dehumanizing conditions that still exist in some jobs today. On the contrary, career education is concerned about a very basic human need--namely, the need to accomplish and achieve something. Sure, we emphasize good work habits and attitudes, and procedures for obtaining and holding a job.

* * * * * * * * * *

SOMETHING FOR EVERYONE

CAREER EDUCATION TIPS FOR TEACHERS

LEVEL: PRIMARY

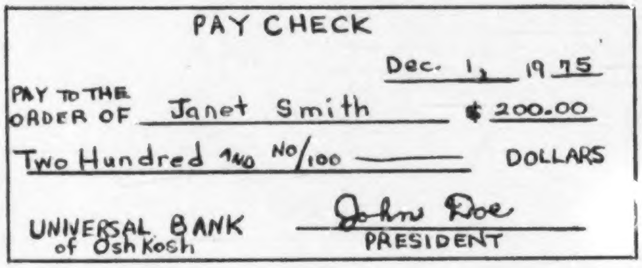
Developmental Area: SELF

Make finger prints or hand prints of each student. Let the children compare their prints with others to point out the individuality of each person.

LEVEL: INTERMEDIATE

Developmental Area: WORK WORLD

Your students can learn some mechanics of the work world by earning make-believe weekly paychecks. Each student can draw a set salary for completing assignments and classroom tasks.



PAY CHECK

Dec. 1, 19 75

PAY TO THE ORDER OF Janet Smith $ 200.00

Two Hundred and NO/100 ——— DOLLARS

UNIVERSAL BANK of Osh Kosh

John Doe
PRESIDENT

Students can learn about the work involved in an economic system and can assume the necessary jobs in the classroom. They can compute taxes, manage financial records, and balance checkbooks.

The students can determine basic needs (Shelter, food, clothing, etc.) and can spend a set amount of their salaries for those needs. The remainder of their salaries can be saved for "wants". For example, students could bring discarded toys to school or make items to be auctioned and then bid on the items.

This project could help to make math and social studies more relevant to the "real world."

LEVEL: 7-8 ORIENTATION

Developmental Area: EMPLOYABLILITY AND WORK ADJUSTMENT SKILLS

Do your students realize that their "Job" is to be a good student and school citizen? Do they realize that the work they are doing and skills they are learning in school are related to what they will be doing when they are adults?

Invite persons from the community to visit the class to tell the students how they use skills learned in school on the job.

LEVEL: 9-10 CAREER EXPLORATION

Developmental Area: SELF

To develop students' self-awareness and strong, positive feelings about self, try reflecting on a few of MY FAVORITE PERSONS AND THINGS.

Display a model sheet as follows and then instruct the students to design a model for themselves on a sheet of newsprint.

FAVORITE PERSONS & THINGS

CATEGORY	RESPONSE
1. Food	
2. Sport	
3. Clothes	
4. Job	
5. Animal	
6. Friend	
7. Room in my house	
8. Myself (Quality)	

At a given signal, each student is to reflect upon the categories and fill in the responses on the blank lines. After 5 minutes, ask the students to sit in a circle formation in the center of the room.

The teacher can ask the students to share their sheets with one another. The students can use clarifying questions to ask for a clearer explanation in the process. Each participant can select three questions to use during the sharing session.

Examples of Clarifying Questions

1. What did you consider before choosing ____________ as your favorite?
2. How long have you known your favorite friend?
3. How do you suppose you developed a taste for your favorite food?
4. What are some other things you like about yourself besides the one you have written on your sheet?
5. How often do you get a chance to play your favorite sport?
6. What type of people do you like to be with?
7. What jobs do you dislike doing?
8. What other jobs do you like to do other than your favorite?
9. What kind of furniture is in your favorite room?
10. Tell me something about your favorite animal? What makes you like him/her so much?
11. What is your favorite category? I'd like to know why.

Guideline: Try to ask clarifying questions that cannot be answered with a "yes" or "no".

At a given signal the students can form groups of two and begin to share their sheets. Allow 4 minutes, and then ask students to share with someone else.

The students may wish to make some public statements about the activity. Allow this to happen naturally.

* * * * * * * * * * *

PLACEMENT SERVICES

The Oshkosh Area Schools and the Job Service (formerly the Wisconsin State Employment Service), are continuing in a cooperative effort to aid students in finding employment. The effort involves placing Mr. Pierce, a Job Service representative, in West and North High Schools on a regular basis. In this way they can begin to work with students on placement long before graduation day. Hopefully, many seniors seeking full-time employment after they leave school will be able to move directly into a job upon graduation as a result of this joint effort.

Mr. Pierce will visit North and West High Schools on a regular basis so that students will be able to plan for his visits. Mr. Pierce's work in the schools is coordinated with that of the vocational guidance counselors and placement director so that their efforts to achieve student placements will be complimentary. The specific objectives in working in the schools are the registration and placement of seniors who will be seeking full-time employment upon graduation; the registration and placement of other students seeking part-time employment, and acting as a resource in the area employment to teachers, counselors, and students.

It is important to note that this joint effort is not intended to replace any of the schools existing placement activities. Cooperative education teachers, counselors, and others engaged in student placement work will continue their efforts. The joint program with Job Service is intended to expand, not replace opportunities for student placement in all areas.

A schedule of Mr. Pierce's visitations will be forthcoming in the near future.

* * * * * * * * * * * *

CAREER EDUCATION IN NEIGHBORING STATES

Michigan has joined the list of states who have mandated career education into law. Public Law 97 promotes the planning and development of Career Education Programs and creates a state Career Education Advisory Commission and local Career Education Planning District Councils. Beginning with the 1975-76 school year, each local educational agency shall have a comprehensive career education plan and shall establish performance objectives.

In addition, the act provides for evaluation of the above plans as well as development of a plan for professional personnel development at both pre-service and in-service levels.

* * * * * * * * * * * *

ARTICLES INVITED

All teachers in the system are invited to submit brief articles for this newsletter. Send them to J. Schrage, West High School. Let us hear from you.

* * * * * * * * * * * *

MERRY CHRISTMAS AND HAPPY NEW YEAR

CAREER WISE

Vol I No. 3 February 1976

Published under auspices of federal grant G007502309

Job Service and the Wisconsin Department of Public Instruction cooperate to fund fifteen Job Placement projects in the state.

Fifteen job placement project applications have been funded through special VEA monies involving 56 school districts with the Oshkosh Area Schools being one of the districts. Job Service is providing personnel and DPI is funding additional school district costs to establish a comprehensive Job Placement Service in the schools.

The Career Placement Model developed by the Center for Studies in Vocational, Technical, and Adult Education is being used as a data base.

Primary goals of the project is to develop solid working relationships between the schools and the Job Service Offices and to develop a statewide job placement guide to assist other school districts in developing successful programs with Job Service.

Mr. John Witherall will be the Job Service Representative assigned to the Oshkosh High Schools. Mr. Witherall brings with him an excellent background in placement, having formerly been personnel director for Standard Kohlsman Industries, Allis Chalmers, Milprint, and five years with Job Service.

Planning for this joint venture has already been started and will be launched in February.

* * * * * * * * * * *

SOMETHING FOR EVERYONE

CAREER EDUCATION TIPS FOR TEACHERS

GRADE LEVEL: K-3

Developmental Area: WORLD OF WORK

Invite adults (especially parents) into the classroom just to "do their own thing" for a period of time. The adults would not be expected to make any kind of presentation, instead they can set up shop and start work. As children get interested, they will drift up to watch and ask questions. The students can then follow the example of the demonstrator and complete their own projects. For example, an artist could produce an oil painting in the classroom, or a carpenter could build a small project in the corner of the classroom.

GRADE LEVEL: 4-6

Developmental Area: SELF

When I hear the people
Praising great ones
Then I know that I too
Shall be esteemed,
I too when my time comes
Shall do mightily.
--Chippewa Indian Song

Spend a few minutes every day showing your students some way in which men and women have met life with courage, honor, strength and/or conviction.

1. Present a selection--a story, quotation, article, poem, epigram, proverb, etc.

2. Discuss it.

3. Reflect upon it--through essays, poems, art, and other projects.

4. Keep it--in scrapbooks, anthologies, etc.

5. Use it--through actions and attitudes.

Ask your students to be alert for material--a sentence, a phrase, verse, picture or selection. Where to look? Everywhere! On buildings, in motion picture themes, on TV and radio, in newspapers and magazines, in books and speeches and from the students themselves.

GRADE LEVEL 7-8

Developmental Area: WORLD OF WORK

Use the following as a work sheet for students.

Look in the want ads of today's newspaper. What jobs would you qualify for if you were:

1. a high school graduate with no vocational training?

2. a graduate of a nursing program?

3. a college graduate in engineering?

4. a high school drop-out?

5. a high school graduate with two years of typing?

(continued)

Are there jobs listed in the want ads that interest you? List ways you can prepare for them.

Are there jobs you would not like?

GRADE LEVEL: 9-10

Developmental Area: DECISION MAKING

Have the students develop their own "Personal Options Package" of choices available to them as students. Students should consider not only the decisions they have to make about scheduling courses, but also those options that are a matter of individual choice.

For resources students could use books, pamphlets, guides, brochures, and direct resources such as counselors, parents, older students, friends, school personnel, etc. The teacher might suggest resources and help students practice making contacts, but basically the students should have a chance to search on their own for information about decisions.

The "package" could follow a variety of formats, but as basic instructions to students you might suggest these:

1. Identify all the choices you have about school, home, community, and leisure activities between now and high school graduation.
2. List all possible options for each decision.
3. Find out as much information as you can about each option.
4. Consider the effect your current values and interests and your family and friends will have upon your choices. Remember that values do change.
5. Try to imagine what might happen as a result of carrying out some of your choices.

* * * * * * * * * * *

The following article was submitted by Mrs. Mary Troudt of Washington School:

"Pride Day--All Year Long" was the theme of a recent program held at Washington School during American Education Week.

Third graders in Mrs. Troudt's room initiated the school project with giant, colorfully-designed letters spelling PRIDE placed on walls throughout the building. Thought-provoking questions accompanying the letters were: What is Pride?, Can you see Pride?, What makes you feel Proud?, Do you have Pride in Yourself?. Are you Proud of Washington School?

As part of the program, they presented a school song which they wrote around the key words: Proud, Remember, Intelligent, Decide, and Excellent. Music for the song was composed by Mr. Saman, music specialist, who now plans to teach it to all the classes. Perhaps it will be sung at future programs of the Washington School.

We are proud of Washington School,
Remembering to follow the Golden Rule.
Our work is important and interesting, too,
We can decide which things to do;
We think Washington's an excellent school!
We think Washington's an excellent school!

(Note: The Pride Project focused on the concepts of "An understanding and acceptance of self is important throughout life," and "Persons need to be recognized as having dignity and worth.")

* * * * * * * * * * *

The following was written by an eighth grade boy in Connecticut:

"And so he said to me, I wanted to be a photographer, but nothing developed.
I wanted to be a plumber, but I didn't have the right connections.
I wanted to be a medium, but I didn't have the spirit.
I wanted to be a shoemaker, but I didn't have the sole.
I wanted to be a geologist, but I took everything for granite.
I wanted to be a sausage maker, but I didn't have the guts.
I wanted to be a baker, but I didn't have the dough.
I wanted to be a coffee salesman, but it was too much of a grind.
I wanted to be a teacher, but I didn't have any class.
I wanted to be a doctor, but I didn't have the patients.
I wanted to be a tree surgeon, but I wouldn't go out on a limb.
I wanted to be a mirror maker, but I couldn't see myself doing it."

* * * * * * * * * * *

We would like to thank Mrs. Troudt for submitting her article and to encourage all other teachers in the school system to submit brief articles for this newsletter.

Send them to: J. Schrage, Career Education Director, West High Schoo
We want to hear from you!

* * * * * * * * * * *

CAREER WISE

Vol I No. 4 March 1976

Published under auspices of federal grant G007502309

COMMUNITY RESOURCE DIRECTORY TO BE DEVELOPED

An integral part of any Career Education program is the utilization of available community resources in the classroom. In order to facilitate this aspect, a survey of the 150 largest employers, will be conducted by the high school counselors beginning in February. This survey is endorsed by the local Chamber of Commerce.

Information regarding field trip visitations, resource speakers available, and listing of job categories, will be obtained and compiled in a directory which will be made available to the entire faculty next September. Plans are also being developed to expand the directory in the future and to update it on a yearly basis.

* * * * * * * * * * *

The Bell Telephone Company is offering schools in areas served by the Bell System a multi-media resource entitled, "Bell System Aids to Education Program." Some of the titles in the program include:

-- "Telezonia: Communicating by Telephone," a communications program for the elementary grades

-- "Thank You. Please Call Again." Teletraining for Business Studies, designed for classroom use in teaching basic concepts of correct business telephone techniques

-- "New City Telephone," a decision-making simulation exercise in economics and careers.

-- "A Career is Calling"

-- "Come Work With Us in a Telephone Company," a career awareness book geared to the interest and reading level of 2nd or 3rd grade pupils

-- "Speaking Over Barriers," developed to teach elementary level educable and adolescent trainable mentally retarded children to use the telephone for social, business, and emergency purposes and to help them strengthen their communications and language arts skills.

Further information on obtaining these and other Bell System Aids to Education is available from the local Bell Telephone Company.

* * * * * * * * * * *

The following information for GRADES K-3 was sent in by Mrs. Shirley Berry of Franklin School:

Mercy Medical Center has begun a program to introduce children to the hospital. This program is geared to students K-3. This is an age when children may be entering the hospital for tonsillectomies, etc., so the tour would help them become familiar with the workings of the hospital.

They will take groups of 50 or smaller--in the P.M. only. It takes about an hour.

For information call: Sue Weitz, 231-2485 or
Ernest Schmiesser, Hospital 231-3300 Ext. 311

* * * * * * * * * * *

AN INTERESTING APPROACH TO TEACHING VALUES ON THE ELEMENTARY LEVEL

GRADE LEVEL: primary elementary

SUBJECT MATTER: values

GOAL: to help children learn to express through role-playing activities four kinds of feelings which a worker might feel.

MATERIALS: Four hats are made by the teacher or children. The hats resemble heads with either a happy, sad, angry, or surprised face. The role-playing activities the children choose dictate whatever props are necessary.

PROCEDURE: The teacher divides the class into four groups with 5 to 7 children in each group. The teacher gives each group a happy, sad, angry, or surprised hat. Then she tells each group to choose a leader to role-play a job with feelings that the face of the hat shows. The class and the teacher choose one job for the four leaders to role-play. The members of each group plan a role-playing activity using the leaders assigned job and hat. They all participate in the activity if possible as the rest of the class watches.

An example of the four feelings and the job of the milkman: The happy milkman could be treated very nicely by the members of the group as he delivers the dairy products that they need and thus have a good day and smile to everyone on his route. The sad milkman could disappoint everyone on his route by telling them how sorry he is that he does not have the dairy products they want. Similar role-playing activities could be enacted for the angry and surprised milkman.

RESULTS: The children enjoy wearing the hats and role-playing. Often role-playing activities capture their attention and interest and serve as excellent learning vehicles.

* * * * * * * * * * *

- A LOOK AT CAREER EDUCATION IN SOUTH PARK MIDDLE SCHOOL -

A continued effort is being made by their students and teachers to explore that area that affects us all--a career. Different grade levels and different classes use various methods to explore career education. The following is a brief outline of what is going on in Miss Rachel Solverud's 6th grade classes:

As part of their emphasis on career education, 6th grade combined studies students at South Park Middle School have designed their own career and interest booster buttons. Dealing with the concept that individuals differ in their interests, abilities, attitudes, and values, some students drew symbols or pictures representing a career which interests them at the present time. Others illustrated interests they have which may give direction to their lives. Subjects depicted on the booster buttons include farming, music, art, sports, truck driving, various types of collections, animal care, and law.

Based on the same concept students have constructed lifelines with emphasis on self. Each student selected five or six incidents in his life which he considers important. Incidents might include trips taken, hobbies, interests that developed, or happy events. A picture and date for each one was mounted on a yarn lifeline to show the highlights of his life in sequence.

At this point in their career education, they are stressing an understanding of self.

* * * * * * * * * * * *

The following article was submitted by Justine Sommers of Smith School:

Third Grade class at Smith School experienced the honor of having Senator Goyke speak to them about his job as a Senator. The class was given a budget of $10.00 which they had to decide how to spend. Senator Goyke showed them how difficult it is to spend the correct amount for each item in the budget. The children had to go back over their budget to include all the items listed. It was a lesson in spending the children will not forget, it was so well done.

We also have a Bulletin Board in our room captioned "What Our Daddies Do." We are putting each report on the bulletin board with any materials the child brings. When this is finished we will make from construction paper the most important tool dad uses in his work and place it over the report on the board.

* * * * * * * * * * * *

NEW CAREER TRENDS:

Increasingly, farming is becoming a big business, and by 1980, it's predicted there will be nearly 900,000 professionals in agriculture and other jobs involved in natural resources. That will be an increase of almost 50% from 1970, says Changing Times in a recent article.

Employment of clerical workers is expected to increase to about 20 million by 1985 (1972: 14 million) says the Christian Science Monitor.

Donald T. Regan, chairman of Merrill Lynch and Company says the 1980's will bring great opportunities for individuals skilled in insurance, real estate, trusts, and estate planning.

JOB SATISFACTION: A recent Minneapolis Tribune survey indicated that a sample of 600 people thought jobs they would like the least would be those of waitress, assembly line workers and nurses aides. Yet, job satisfaction may be in the eye of the holder say these interviewers.

Garbage collectors don't feel bad about their low-status jobs, reports a University of Michigan researcher who worked with garbage collectors in Detroit, Minneapolis, and Ann Arbor, Michigan. The workers seemed to focus mainly on the extra occupational statuses.

* * * * * * * * * * *

EDITORIAL COMMENT

There is a good deal of evidence that Career Education is picking up solid nationwide support. Some good signs are the recent endorsement of Career Education by the Chamber of Commerce of the United States and by the General Motors Corporation. On the local level, Career Education is on the move in more and more school districts.

A big push for the Career Education effort, of course, would be the passage of Representative Carl Perkin's, "Elementary and Secondary Career Education Act of 1976" (HR11023). The bill would authorize $5 million in the first year for states to plan Career Education programs and then $100 million the next year to carry out the plans. After five years, all federal support would end.

At the recent American Vocational Association Annual Meeting in Anaheim, California, Kenneth Hoyt, Director of the Office of Career Education, USOE, urged Career Education constituents to let Representative Perkins know immediately if they are pleased to have his bill emerge on behalf of Career Education. Now is the time for all Career Education supporters to give notice of their feelings about the bill. Send your thoughts to Rep. Carl Perkins, House of Representatives, Washington, D. C. 20515.

Why not also write to Representative Steiger and/or Senators Nelson and Proxmire right now!

* * * * * * * * * * *

We would like to thank Mrs. Shirley Berry, Rachel Solverud, and Justine Sommers for the articles they submitted. Hopefully this will encourage other teachers to submit their articles. Send them to: J. Schrage, Career Education Director, West High School.

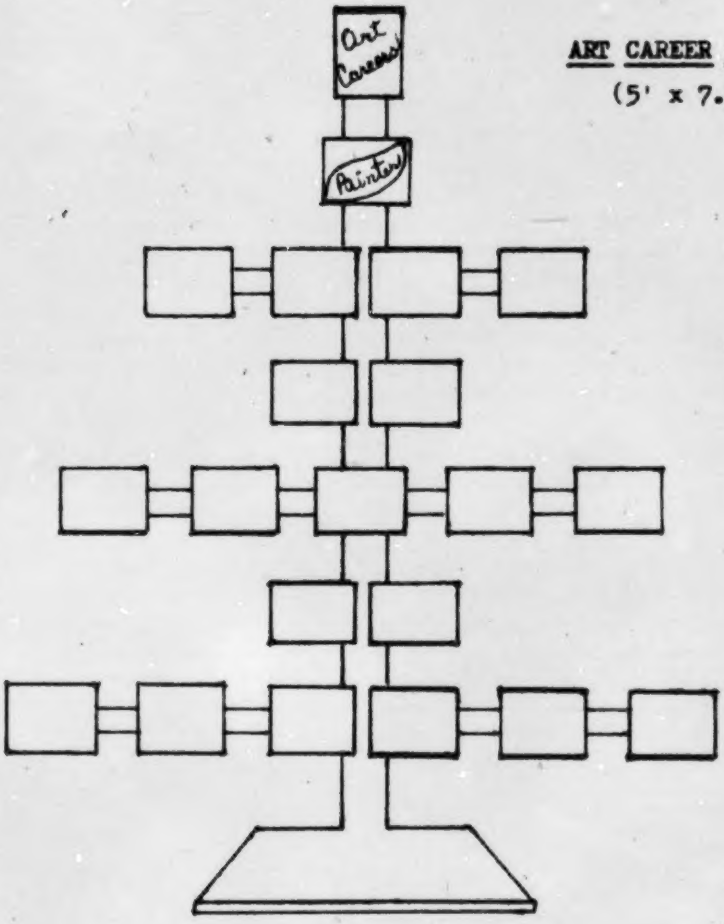
CAREER WISE

Vol I No. 5 May 1976

Published under auspices of federal grant G007502309

PRODUCT OF SCHOOL SPONSORED CAREER WORKSHOP

The Career Education Workshop, sponsored by the Oshkosh Area Public Schools in October, 1975, stimulated an idea for implementation of art career information for the art department at Webster Stanley Middle School. Mrs. Orrene Raby and Mr. Bernard Wapp designed and built a large career chart resembling a stylized tree that names 21 different art careers. For more information about a specific art career the student can read an index card found in a pocket behind each "Leaf" of the chart. Individual research about that career can be done in the school's two media centers and the public library. The career chart will be shared between the two art rooms on an alternating quarterly basis.



ART CAREER CHART

(5' x 7.5')

CAREER NEWS FROM ROOSEVELT SCHOOL

Miss Eberle's fourth graders recently made "news" by being special guests at the Oshkosh Daily Northwestern. This was a reward for being the champion soup label collectors at their school. Ordinarily a tour of the Northwestern is reserved for children in middle school or high school. Arrangements were made through the efforts of Miss Judy Russell, Northwestern reporter.

Transportation was by city bus, with Miss Eberle, Mrs. Helmer and Mrs. Chang, (substitute librarian) as chaperones. The thirty-one children were divided into three groups to tour the building. All reports indicate the youngsters had a really great time and behavior was excellent.

* * * * * * * * * * *

THREE PAPERS AVAILABLE FREE FROM CAREER EDUCATION OFFICE

Three papers newly available from the U. S. Office of Career Education describe how career education can help the underemployed, aid in reforming the education system, and expand community-level human services.

James O'Toole's, "The Reserve Army of the Underemployed," tells why bad experiences in making the transition from school to work "often destroy the confidence of otherwise bright and motivated individuals." One answer is in work-based lifelong learning opportunities, he says, such as those now provided employees of the 3M Company, Goodrich and Kimberly-Clark Corp.

A second paper, "Conditions in Education Calling for Reform," examines the validity of and the way career education can help overcome the eleven reform issues presented in the Office of Education's Career Education Paper.

"Career Education and Human Services," by Joann Chenault, Southern Illinois University, discusses the growth of human services as a means of introducing career education into the community.

While all the above papers are free on request, the Career Education Office has only limited copies and asks that only single copies of each paper be ordered. Write to:

Gerald Elbers, Office of Career Education
U. S. O. E., ROB #3, Room 3100
7th & D Sts. S.W.
Washington, D. C. 20202

* * * * * * * * * * *

SOME RECENT PUBLICATIONS ON CAREER EDUCATION

EPIE Career Education Set (Two Volumes). New York, N. Y.: EPIE Institute, 1975.

This two-volume career education set was produced under a project sponsored by the National Institute of Education. Volume 1 is entitled: "How to Select and Evaluate Instructional Materials." Volume 2 is entitled: "Analyses of Seven Hundred Prescreened Materials." The two volume set can be purchased for $31.00 by writing to Educational Products Information Exchange, EPIE Institute, 463 West Street, New York, N. Y. 10014.

Career Education: Contributions to an Evolving Concept; A Collection of Papers by Kenneth B. Hoyt. Salt Lake City, Utah: Olympus Publishing Company; 1975.

This book of readings provides, in published form, a collection of 33 papers on career education written by Dr. Hoyt over a four year period (March 1971 to March 1975). The 438-page book can be purchased for $8.95 by writing to Olympus Publishing Company, 1670 East Thirteenth South, Salt Lake City, Utah 84105.

Sex Fairness In Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Associates: 1975.

This learning kit was produced under a project sponsored by the National Institute of Education. The kit presents materials to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice. The kit includes a 265-page book, an audio-tape cassette, and supplementary materials. This learning kit can be purchased for $15.00 by writing to Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138.

Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography (BB-29). Columbus, Ohio: Ohio State University; 1975.

This publication was prepared by the Center for Vocational Education of Ohio State University on the basis of a computer-assisted search of the ERIC System and the AIM/ARM System. The publication can be purchased for $3.00 by writing to Product Utilization Section, Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

(continued next page)

Bridging the Gap: A Study of Education-to-work Linkages (Set of Three Booklets). New York, New York: College Entrance Examination Board; June 1975.

> This set of three booklets was prepared by the College Entrance Examination Board under a project sponsored by the National Institute of Education. The three booklets are entitled:
>
> Bridging the Gap: A Study of Education-to-Work Linkages; Summary of Final Report of the State-Level Study in Career Education. (No. 221764, 14 pages)
>
> Bridging the Gap: A Study of Education-to-Work Linkages; Final Report of the State-Level Study in Career Education. (No. 221762, 180 pages)
>
> Bridging the Gap: A Selection of Education-to-Work Linkages; Supplemental Report of the State-Level Study in Career Education. (No. 221763, 68 pages)
>
> The three booklets focus on the education-to-work transition, the barriers that make that transition difficult for many individuals, and the range of mechanisms that are or might be in place to link the worlds of education and work and thereby smooth the transition for individuals moving from one to the other. The set of three booklets can be purchased for $6.75 by writing to College Board Publication Orders, Box 2815, Princeton, New Jersey 08540.

* * * * * * * * * * *

Career education is receiving both support and criticism at a national level. In terms of support were the fine expressions of interest and cooperation the Office of Career Education received from the National Congress of Parents and Teachers, a resolution supporting career education coming from the National School Boards Association Convention, and the adoption of a resolution supporting career education from the United Rubber, Cork, Linoleum & Plastics Workers of America--a large affiliate of the AFL-CIO.

On the negative side repercussions from the Grubb & Lazerson article continue. The latest being an article in the Saturday Review (using essentially the Grubb-Lazerson arguments) and a statement from the Council for Basic Education which was more supportive than critical of Grubb & Lazerson.

These basic charges being leveled against career education simply aren't true and can be easily answered. (It appears that career education is becoming visible enough so that people are paying attention to it.)

The following speech, by Dr. Kenneth Hoyt, is an excellent reply to critics of career education.

CAREER EDUCATION AND THE MARSHMALLOW PRINCIPLE

Kenneth B. Hoyt
Director, Office of Career Education
United States Office of Education

Introduction

"Principles", unlike "Laws" or "maxims", do not always hold true. Still, because they do have wide applicability, they are useful in helping those faced with day-to-day operational problems view such problems in a broader context. The career education effort, at this stage in its conceptual evolution, is badly in need of such a basic guiding principle. Thus, I have decided to invent one and to seek to discover the degree to which it meets with acceptance.

For reasons which, hopefully, will soon become obvious, I have chosen to call this new principle the "Marshmallow Principle." This principle can be stated in the following manner: External pressure exerted on an organization to change its basic structure will, for as long as that pressure is applied, cause the organization's structure to bend and assume a new shape. Once the pressure is removed, the organization will reassume its original shape. Basic change in organizational structure is accomplished only when the key functionaries within that organization make an internal commitment to change.

When the "Marshmallow Principle" is applied to that organization referred to as American education, it should be immediately apparent that it speaks to the need for internal changes in commitment among professional educators. Moreover, since the great bulk of professional educators are classroom teachers, the importance of "teacher power", if this principle holds, cannot be over-emphasized. It is my firm belief that, if any basic change is to come to American education, it will grow out of changes in the professional commitments of classroom teachers. Unless that change can be seen in the classroom, it is Not real change.

Career education, from the outset, has been pictured as a reform movement in American education. The basic reform being sought is one aimed at making education, as preparation for work, a major (although not an exclusive) goal of all who teach and of all who learn at all levels of American education. In championing this basic purpose as a basis for reform, career education has contended that, if it can be accomplished, American education will better serve both the needs of individual students and the needs of the larger society. As a reform movement, career education aims at accomplishing permanent change in the fabric, structure, and operation of American education. It is, in no way, a plea for temporary accommodation to a series of current, short-range, problems.

In this paper, an attempt will be made to illustrate how the "Marshmallow Principle" is being accommodated in the basic strategies for accomplishing change embodied in the career education concept. To do so demands that other attempts to increase education/work relationships be recognized and contrasted with career education. Following this, the basic conceptual strategy for effecting change through career education will be described. Finally, a plea will be made for continuing collaborative efforts on behalf of career education.

Remarks prepared for presentation to the Georgia Personnel and Guidance Association's Winter Conference. Macon, Georgia, January 23, 1976

Other Current Attempts to Improve Education/Work Relationships

The call to improve relationships between the "world of schooling" and the "world of paid employment" did not originate with invention of the term "career education." For several years, a wide variety of agencies and organizations have initiated and operated systematic, national efforts aimed at helping youth make a more successful transition from school to work. Both their efforts and their contributions have been, and continue to be, positive and significant. Viewed in one way, each can be considered an attempt to move toward implementation of career education's goals - and so to become part of the career education movement. Viewed in another way, it can be said that career education seeks to create conditions, within formal education, which will help each of these efforts become even more effective in the future than it has been in the past.

The list of possible organizations and agencies being referred to here would, if chronicled completely, be very long indeed. Rather than attempt to make such a complete listing, the following names will illustrate the kinds of efforts being referred to here.

1. Junior Achievement
2. National Alliance of Businessmen
3. Boy Scouts of America (including Explorer Scouts)
4. Girl Scouts of America
5. National Association for Industry-Education Cooperation
6. Young Women's Christian Association
7. Chamber of Commerce of the United States of America
8. General Electric Company
9. American Telephone & Telegraph Company
10. National service clubs (Kiwanis, Rotary, Lions)
11. National Council of Business and Professional Women's Clubs
12. National Council of Churches

Each of these, and many additional organizations outside the structure of formal education, have initiated and currently operate programs aimed at helping youth understand and capitalize on the changing relationships between education and work. Within the national government structure, important and major efforts, aimed at this same broad goal, have been launched and continue to operate under the auspices of both the Department of Labor and the Department of Defense.

For obvious and, in a democracy such as the USA, very important reasons, none of these efforts have been aimed at the reform of American education itself. Instead, each is more properly viewed as an attempt to cooperate with education, in providing resources and/or training opportunities, to professional educators. Their primary efforts have correctly concentrated on increasing the availability of data and resources needed by youth in career development and in the transition from school to work. While each has probably hoped that its efforts would also result in internal changes within educators, this has not, by and large, been their primary goal.

At this point in time, each of these organizations has three broad options with respect to career education: (a) career education could be ignored and the organization could continue to operate "as usual;" (b) career education could be perceived as in internal effort of education to do what the organization had been trying to do for years - and thus as excuse for the organization to cease its own operations in this area; or (c) the organization could elect to move, through career education, from a cooperative to a collaborative relationship with formal education. Those of us in career education very much hope the third option will be selected for use.

Within the structure of formal education itself, previous efforts to emphasize, and to help students capitalize on the changing education/work relationships have been largely limited to vocational education programs at the secondary school level, to vocational-technical programs at the postsecondary, sub-baccalaureate degree level, and to programs of professional preparation at the college and university level. In recent years, these efforts have been supplemented by an increased emphasis on various forms of work experience and a renewed emphasis on providing career guidance, counseling, placement, and follow up services to students. Like the external organizations and agencies mentioned above, these efforts, while important and successful in emphasizing the education-work area as one of major importance, have not succeeded in changing the basic nature and goals of American education for the system as a whole.

While applauding and supporting such "internal" efforts, career education has raised such questions as the following in its efforts to stimulate basic educational reform: (a) why should only vocational education be considered as "hire" education?; (b) why should career guidance be considered as a unique function of professional counselors?; (c) why should education, as preparation for work, be limited to paid employment?; (d) why should "work experience" be considered a program for a minority of students instead of a general educational methodology available to all students?; and (e) why should not education, as preparation for work, be as concerned about providing students with adaptability skills required to help them cope with change as it is with providing students with job specific skills that will help them gain initial entry into the occupational society?

As with the kinds of external organizations previously discussed, these "internal" elements within formal education have a number of options with respect to career education including: (a) ignoring career education and hoping it will go away; (b) competing with career education and proclaiming themselves as more important; or (c) becoming an integral and essential part of career education as a reform movement. Those of us in career education have operated under an assumption that the third of these options will be the one selected.

Strategies for Educational Reform Through Career Education

Had educational reform been the goal, it should be obvious that both the "external" and the "internal" efforts described above have illustrated the possible negative consequences specified in the "Marshmallow Principle." Career education is dedicated to accomplishing educational reform, and so to emphasizing the positive potential for accomplishing change enunciated in the "Marshmallow Principle." To do so, career education has adopted a number of basic strategies for attaining change. While none can be adequately discussed here, each can be specified and briefly described.

Strategy 1: Use public opinion polls and research data illustrating current youth problems and societal need as a rational for reform. Such data are in plentiful supply. They clearly indicate a desire on the part of youth, parents, the business-labor-industry community, and the general public for education to increase its emphasis on education as preparation for work. Both the need and the call for this approach to educational reform is clear and strong. This strategy has, hopefully, made clear that career education is more than a "new fad" which will soon disappear, through its emphasis on the growing problems associated with education/work relationships that are certain to increase in the years ahead.

Strategy 2: Emphasize the system-wide need for career education. The career education concept has been purposely pictured in ways that apply to education at every level, in every State, in every educational institution, and to every educator. While the nature and degree of reform will obviously vary, there is no part of American education that can remain untouched if reform of the system is to be accomplished.

Strategy 3: Utilize an infusion approach to reform. Real reform cannot be attained through a strategy of "add ons" that leave the rest of the system "as is." Thus, career education has not asked to become a new educational specialty, a new part of the curriculum, nor a new program requiring extensive additions of space and new staff members. Instead, the strategy has been to reform current educators and current educational programs through infusing a conscious emphasis on education, as preparation for work, throughout the entire system of formal education.

Strategy 4: Don't try to "take over" all of education. There is a huge difference between emphasizing that education, as preparation for work, represents a goal applicable to all educators as contrasted with claiming this to be the only goal of education. In championing its particular goal, career education has purposely sought to avoid demeaning or detracting from other worthy goals of education. Rather, it has sought, as part of reform, to instill a sense of purpose and purposiveness among all persons - teachers and students alike - in ways that will emphasize the multiple goals of American education.

Strategy 5: Emphasize "work", but do so in humanistic terms. If career education is to represent a viable response to those calling for educational reform, it must centralize its conceptual efforts around the word, "work". If career education is to appeal to today's educators, it must be perceived in a humanistic form. Rather than viewing this as an unsolvable dilemma, career education has attempted to re-define "work" in humanistic terms related to the human need of all human beings to do - to accomplish - to produce - to achieve. This effort has allowed unpaid work, as well as the entire world of paid employment, to be included in the career education concept. Moreover, it has allowed all educators multiple ways of relating work to their substantive instructional content.

Strategy 6: Organize career education efforts around the process of career development. Career development, as part of human growth and development, covers the entire life span - from the pre-school through the retirement years. Moreover, it encompasses all persons. Finally, it is based in a combination of philosophy and research that emphasizes freedom of choice for the individual. It is the most logical of all possible ways of viewing the total spectrum of education/work relationships.

Strategy 7: Implement career education primarily around the teaching/learning process. Until and unless classroom teachers change their approach to the teaching/learning process, there can be no basic reform in American education. Career education has avoided an approach that asks teachers to add more content to an already over-crowded curriculum. Instead, it has centered on the teacher's primary responsibility - i.e., the imparting of substantive content - and asked "how can the total resources of the community be brought to bear on helping students learn more?" and "how can the substantive content you teach be related to work?"

The essential strategy utilized by career education is one of attempting to reduce worker alienation, on the part of both teachers and students, by increasing the personal autonomy of the teacher, by expanding the variety of learning approaches and learning resources available to the teacher, and by recognizing that both teachers and students are more creative, innovative, and dedicated than the "educational assembly line" has given them credit for being. It is a strategy which, when understood by teachers, appears to work.

Strategy 8: Allow teachers the time and the opportunity to be creative. Career education has sought neither to provide teachers with "canned" approaches to career education nor to force them to use a career education approach. Rather than invest heavily in new specialists or new materials, career education has made its primary investment in providing teachers with the time to think critically and constructively about how career education can help each teacher better attain his-her objectives. Teachers do not have "spare" time. Change - real change - will not come to the classroom if it is ordered by the administration. Teachers need the time and the opportunity to make their own professional decisions. They are very capable of doing so given such opportunities.

Strategy 9: Allow teachers to "sell" themselves on career education. Career education subscribes to the "15-70-15" philosophy that holds it is reasonable to expect about 15% of teachers will become enthusiastic almost immediately, about 15% will reject any new ideas forever, while the remaining 70% will remain as professional skeptics until they have been given time to think it through for themselves. Career education has sought to capitalize on the 15% who are "enthusiastic supporters" and to use them as the primary role models for helping the 70% become similarly enthusiastic. The kinds of change we seek will not come rapidly.

Strategy 10: Provide key roles in career education for all professionals in education. It is hard to be opposed to something if you are a vital part of it. Key and crucial roles in career education, in addition to that outlined for classroom teachers, have been outlined for counselors, school administrators, media specialists, and all other professional educators. Each is being asked to change, as part of the reform attempt, in ways that emphasize helping teachers better serve students. There is no part of American education that is not being asked to change.

Strategy 11: Recognize the importance of collaboration. Educational reform cannot be accomplished if the only motivation to change is from the "inside". Moreover, an essential element in the kind of reform advocated by career education is greater use of the total community as a learning resource - an abandonment of the false notion that the best way to prepare students for work is to lock them up in a school house and keep them away from it. Thus, from the outset, career education has said that this reform is not something educators can do by themselves. Instead, we have pictured career education as a collaborative effort involving the formal education system, the business-labor-industry-professional community, and the home and family structure. Collaboration, on the part of all three of these segments of society, is essential to the kind of reform envisioned by career education.

Concluding Remarks

Collectively, these 11 strategies hold high potential for educational reform in America. If successful, career education will motivate professional educators - and the broader public - to decide, for themselves, to change the nature, structure, format, and delivery system of American education at all levels of education - from the pre-school years through the college, university, and adult education years. Career education is a concept built on the positive application of the "Marshmallow Principle."

Because of these 11 strategies, career education must pay the price of appearing, at times, to represent a series of paradoxes. For example, (a) Career education defies a simple definition and so will remain confusing in meaning to many, but a variety of "places to touch the elephant" is inevitable in a movement that seeks reform of all of education; (b) Career education, because it does not depend on creation of a new breed of educational specialists for its success, runs the risk of being accused of having no "constituency" among educators, but, viewed as a movement involving all educators, it could be seen as having a larger constituency than education has ever known; (c) Career education, because it does not cost much money, runs the risk of being considered a low priority in education, but it is time people recognized that the importance of an educational concern cannot be honestly measured simply by counting the number of dollars required for its implementation; and (d) Career education, if successful, will help all previous external and internal approaches to the education/work dilemma, but it cannot be successful unless it has their full support and involvement.

Career education is willing to pay this price of appearing to be paradoxical. It is a price well worth paying if the kind of educational reform we seek can come about.

* * * * * * * * * * *

This is the final issue of Career Wise for the 1975-76 school year. We wish to thank all those who sent in articles and wish everyone a wonderful summer vacation.

APPENDIX B

WORKSHOP FORMS

Career Development Concepts Opinionnaire

Workshop Evaluation

CAREER DEVELOPMENT CONCEPTS OPINIONNAIRE

Part I: Please check the following career concepts on a four point rating scale-form valid to invalid. Part II: Circle the grade level(s) at which the concept should be introduce.

Valid	Somewhat valid	Somewhat invalid	Invalid		
___	___	___	___	Example: All Jobs have dignity.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(1) Work has dignity.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(2) Individuals work to meet personal and social needs.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(3) People work for various rewards or satisfactions.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(4) School is part of the preparation for a career.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(5) Individuals need special training for most careers.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(6) Careers are of wide variety.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(7) Individuals are people, thing or idea oriented.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(8) In many careers cooperation among workers is essential.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(9) Some workers produce goods; others produce service.	K 1 2 3 4 5 6 7 8 9 10 11 12

Check one

Circle the grade level(s) at which the concept should be introduced.

Valid	Somewhat valid	Somewhat invalid	Invalid		
___	___	___	___	(10) Specialization leads to interdependency among people.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(11) Positions are related within job families.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(12) Careers are grouped by job families.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(13) Supply and demand help determine career choice.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(14) Career choice affects the individual's total life.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(15) Individuals are qualified to perform in many different occupations.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(16) Geographical location determines kinds of work found therin.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(17) Technological and sociological changes eliminate and create jobs.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(18) Individuals need a good general education as preparation for a changing world.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(19) School subjects have significance for career exploration.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(20) Leisure time activities affect career choice.	K 1 2 3 4 5 6 7 8 9 10 11 12

Check one

Circle the grade level(s) at which the concept should be introduced.

Valid	Somewhat valid	Somewhat invalid	Invalid		
___	___	___	___	(21) Career choice is a development process.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(22) Individuals' value systems affect career choices.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(23) Individuals differ in their abilities, interests, attitudes, and values.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(24) Exploratory work experience helps improve knowledge about careers.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(25) Interaction with workers help improve knowledge about careers.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(26) Observation of people at work helps improve knowledge about careers.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(27) Workers of the future may have to retrain two or more times during a lifetime.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(28) Individuals live in a particular geographical location due to the nature of their work.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(29) Information about careers is needed by all individuals.	K 1 2 3 4 5 6 7 8 9 10 11 12

Check one

Circle the grade level(s) at which the concept should be introduced.

Valid	Somewhat valid	Somewhat invalid	Invalid			
___	___	___	___	(30)	Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(31)	Individuals' soci-economic backgrounds affect career choices.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(32)	A satisfying career contributes to mental health.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(33)	Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(34)	Relating career possibilities to school subjects helps improve student motivation.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(35)	The individual's attitudes affect success in a career.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(36)	Individual career counseling assists career decision making.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(37)	Group career counseling assits career decision making	K 1 2 3 4 5 6 7 8 9 10 11 12

Check o

Circle the grade level(s) at which the concept should be introduced.

Valid	Somewhat valid	Somewhat invalid	Invalid		
___	___	___	___	(38) Group and individual counseling are superior to either by itself.	K 1 2 3 4 5 6 7 8 9 10 11 12
___	___	___	___	(39) Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.	K 1 2 3 4 5 6 7 8 9 10 11 12

WORKSHOP EVALUATION

1. The content of this in-service program was:
Very Adequate 5 4 3 2 1 Not Adequate
Comments: ____________________

2. The in-service program has helped clarify my understanding of career education.
Strongly Agree 5 4 3 2 1 Strongly Disagree
Comments: ____________________

3. The in-service program has helped me prepare for my role in career education.
Strongly Agree 5 4 3 2 1 Strongly Disagree
Comments: ____________________

4. How adequate were the handouts in providing useful information?
Very Adequate 5 4 3 2 1 Not Adequate
Comments: ____________________

5. How useful were the resource persons used in presenting career education information? Very Useful 5 4 3 2 1 Not Useful
Comments: ____________________

6. How helpful were the field trips?
Very Helpful 5 4 3 2 1 Not Helpful
Comments: ____________________

7. How adequate was the length (6 meetings) of the workshop?
Very Adequate 5 4 3 2 1 Not Adequate
Comments: ____________________

8. Was meeting right after school an appropriate time?
Very Appropriate 5 4 3 2 1 Not Appropriate
Comments: ____________________

9. How adequate was the time allowed for working on developing your instructional strategies? Very Adequate 5 4 3 2 1 Not Adequate
Comments: ____________________

10. Overall, how would you rate the quality of the workshop?
Very Good 5 4 3 2 1 Very Poor
Comments: ____________________

11. Please specify any other way(s) in which you feel future workshops of this type could be improved.